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ABSTRACT

This guide to Promoting Access to Vocational Education (PAVE) Facilitator Training provides an overview of an 18-month training program for new facilitators working to improve services for vocational students with limited English proficiency (LEP) on their campuses. The guide covers all major topics addressed in facilitator training sessions. Part 1 introduces PAVE's philosophy and goals, and examines the facilitator's role within the large context of the project. Part 2 describes the essential components of a successful LEP vocational program through a survey of model programs, with emphases on the Bilingual Vocational Training format, widely viewed as the ideal program for meeting the needs of LEP vocational students. Part 3 examines the impact of cultural issues on program planning and allows facilitators to assess their own cultural sensitivity. Part 4 surveys curricular elements of a successful LEP vocational program that incorporates both language and vocational training and is grounded in cooperative learning strategies and an awareness of workplace realities. In part 5, facilitators learn when, why, and how to evaluate a program and how to create an evaluation instrument. Part 6 examines the facilitator's role as an agent of change, using theories of change management developed for business and industry. Finally, a comprehensive resources list guides readers to sources of funding, materials, texts, and additional information such as on-line networks. (KP)

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A GUIDE TO PAVE FACILITATOR TRAINING

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Promoting Access to Vocational Education

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Promoting Access to Vocational Education

A GUIDE TO PAVE FACILITATOR TRAINING

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The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

A GUIDE TO PAVE FACILITATOR TRAINING

PAVE Project

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EXECUTIVE SUMMARY

A GUIDE TO PAVE FACILITATOR TRAINING
PAVE Project

The GUIDE TO PAVE FACILITATOR TRAINING provides an overview of the eighteen-month training program for new facilitators working to improve services for LEP vocational students on their campuses. For facilitators themselves as well as those interested in learning how PAVE implements change in LEP vocational programs for adult learners, the GUIDE covers all major topics addressed in actual facilitator training sessions. Each chapter introduces a different aspect of a facilitator's role: the text provides background and a theoretical grounding for the main points made in the training session itself, while samples of actual workshop materials provide a practical frame of reference.

PART ONE: ORIENTATION--Introduces PAVE's philosophies and goals, and examines the facilitator's role within the larger context of the project. In preparation for implementing change, facilitators assess both themselves and the existing programs on their campuses. PART TWO: PROGRAM MODELS introduces the essential components of a successful LEP vocational program through a survey of model programs, with emphases on the Bilingual Vocational Training (BVT) format, widely viewed as the ideal program for meeting the needs of LEP vocational students. Since cultural differences may affect students' success at school and in the American workplace, PART THREE: CULTURE AND LEARNING examines the impact of cultural issues on program planning and allows facilitators to assess their own levels of cultural sensitivity. PART FOUR: CURRICULUM DEVELOPMENT surveys elements of a successful LEP vocational program that incorporates both language and vocational training and is grounded in cooperative learning strategies and an awareness of the realities of the workplace. In PART FIVE: EVALUATION, facilitators learn when, why and how to evaluate a program and how to create an effective evaluation instrument. PART SIX: CHANGE AGENTRY examines the facilitator's role as an agent of change, using theories of change management developed for business and industry. Finally, a comprehensive RESOURCES list (PART SEVEN) guides readers to sources of funding, materials, texts and additional information such as on-line networks. Combining both theoretical considerations of LEP vocational program development and specific materials used in PAVE facilitator training sessions, the GUIDE TO PAVE FACILITATOR TRAINING not only surveys issues affecting facilitators' efforts to implement change on their campuses, but also provides practical support through specific strategies and actual training materials.

PART ONE:

ORIENTATION FOR FACILITATORS

PART ONE: ORIENTATION FOR FACILITATORS

The PAVE facilitator is central to PAVE's success in improving LEP students' access to vocational programs on individual campuses. The facilitator's role is a multifaceted one, requiring campus-wide interaction on many levels: working with administrators to implement changes and seek funding, conducting workshops and training sessions for other faculty members involved in developing programs for LEP vocational education students, and evaluating and assessing the ongoing development of the program. While implementing PAVE's goals on the campus, the facilitator also acts as an advocate and resource for the LEP students themselves.

PAVE's training program for new facilitators begins with an orientation to PAVE, and a look at the facilitator's role as an agent of change in PAVE's mission to improve services for LEP vocational education students on their home campuses. The first training session begins with a joint meeting of facilitators and administrators. Here both new facilitators and those involved in sponsoring change on a higher level examine their respective roles and obligations within the context of PAVE's goals for LEP vocational education programs. **[fig.1]**

THE FACILITATOR SELF-ASSESSMENT

PAVE's project design stipulates that all facilitators be current, full-time staff members of their colleges, with some experience working with LEP vocational students. Nevertheless, these requirements leave room for wide variation in skills, interests, and knowledge about issues connected with LEP and vocational education. To help facilitators assess the background and experience they bring to their new role, and to identify what strengths and weaknesses might affect their efforts to implement changes on their campuses, all participants complete a **facilitator self-assessment** at the start of their training. The self-assessment is then repeated at the conclusion of facilitator training as one measure of the impact of PAVE training on the participating trainees themselves.

The facilitator self-assessment **[fig.2]** explores the new facilitators' pre-existing level of knowledge and familiarity with a variety of issues relating to LEP students, vocational education models, and training techniques. On a scale of 1 to 5,

facilitators rate as "limited," "adequate" or "extensive" their awareness of such topics as the scope and availability of vocational and career education, the profile of the LEP population and its needs, and current training models and resources for LEP students. The self-assessment also explores facilitators' familiarity with recruiting, assessing and counseling strategies, as well as their awareness of legal requirements for providing vocational education and funding.

Since one important aspect of the facilitator's role is to develop strategies to improve the delivery of appropriate vocational instruction to the LEP students on the campus, facilitators also assess their knowledge of instructional techniques, second language acquisition and testing. And because facilitators coordinate faculty work groups and conduct workshops, the assessment also examines their current level of awareness about techniques for handling inservice activities.

Finally, because the PAVE facilitator's job involves managing groups, consulting, negotiating and encouraging team efforts, the assessment includes a section on communication styles and strategies.

THE PROGRAM IMPROVEMENT CHECKLIST

The facilitator self-assessment is not the only instrument for evaluating the pre-PAVE status quo. The existing LEP vocational education program also needs to be examined for its effectiveness (or lack thereof) in meeting student needs and PAVE's goals.

The **Program Improvement Checklist [fig.3]** is adapted from materials developed by Project CBS: Capacity Building for States (another federally-funded BVIT project). It assesses a college's existing resources for LEP vocational education in four key areas: management; recruitment and assessment; curriculum and instruction; and counseling and support services. Programs are rated, again on a scale of 1 to 5, in terms of "Need for Improvement"—no improvement needed, some improvement needed, or (5 on the scale) in need of extensive improvement.

Rather than filling out the checklist individually as in the self-assessment, PAVE suggests that facilitators use this program improvement checklist on their own

FIGURE 1

PAVE PROJECT GOALS

GOAL 1: Establish a consortium of colleges with an advisory committee and campus-based facilitators

GOAL 2: Train campus-based facilitators

GOAL 3: Make specific changes on each campus

GOAL 4: Provide staff development which supports changes

GOAL 5: Host a project-ending conference

GOAL 6: Disseminate project information

campuses as a springboard for group discussion. By working through the assessment with others who support PAVE's goals for change in the campus' LEP vocational education programs, facilitators can establish the foundation of the PAVE campus work group, and stimulate dialogue about the status of the program and its potential for improvement.

To help facilitators and their groups to make the most effective use of the checklist, PAVE provides some working examples of the criteria used in the assessment. These criteria **[fig.4]** include the essential elements found in good LEP vocational programs, and provide a basis for comparison. Once aware of the areas needing improvement, facilitators and their groups can set priorities and direct the PAVE work group efforts, according to each need's "score" on the checklist.

The first PAVE training session leaves facilitators poised for implementing change, oriented both toward their role in the PAVE project as a whole, and the resources available on their campuses. At the conclusion of this session, facilitators have gained a greater awareness of their own knowledge and skills, as well as insights into the qualities of successful LEP vocational programs.

Having completed this first session, then, new facilitators are ready to begin work. The next step is to examine essential components of basic models for delivering services to LEP vocational students, and to explore specific strategies for implementing features of these models on their campuses.

FIGURE 2

FACILITATOR SELF-ASSESSMENT

Your present level of knowledge

	Limited		Adequate		Extensive
<u>Vocational/Career Education</u>					
State agencies and associations	1	2	3	4	5
College program information (sequence, areas, components)	1	2	3	4	5
<u>LEP Population</u>					
Numbers & locations (state and national)	1	2	3	4	5
Cross-cultural issues	1	2	3	4	5
Education & training needs	1	2	3	4	5
Employment trends & opportunities for LEP	1	2	3	4	5
<u>Legislation and Funding</u>					
Vocational education law requirements	1	2	3	4	5
Funding sources and requirements	1	2	3	4	5
<u>Program Development</u>					
Training models	1	2	3	4	5
Coordination among bil/ESL, vocational & counseling	1	2	3	4	5
Administrative resources	1	2	3	4	5
<u>Outreach and Assessment</u>					
Definition(s) of LEP	1	2	3	4	5
Student recruitment	1	2	3	4	5
Language assessment	1	2	3	4	5
Vocational/aptitude/skill assessment	1	2	3	4	5
Career assessment	1	2	3	4	5
<u>Bilingual Career/Vocational Counseling</u>					
Career guidance strategies for LEP	1	2	3	4	5
Bilingual career resources & materials	1	2	3	4	5
Job development	1	2	3	4	5
Personal counseling strategies for LEP	1	2	3	4	5

Adapted from material developed by J Lopez-Valadez et al, Project CBS

	Your present level of knowledge				
	Limited		Adequate		Extensive
Vocational ESL					
Second language acquisition	1	2	3	4	5
Vocational ESL types (cluster, occ. specific, pre-employment)	1	2	3	4	5
Curriculum development	1	2	3	4	5
Delivery models	1	2	3	4	5
Instructional strategies	1	2	3	4	5
Resources & materials	1	2	3	4	5
Vocational Training					
Instructional techniques (native lang., coop. learning)	1	2	3	4	5
Materials adaptation/development	1	2	3	4	5
Use of tutors or aides	1	2	3	4	5
Testing strategies	1	2	3	4	5
Resources and materials	1	2	3	4	5
Inservice Skills					
Workshop planning (needs assessment, agendas, logistics)	1	2	3	4	5
Conducting workshops (media, activities, presenting)	1	2	3	4	5
Handling problems (personality, facilities, expectations)	1	2	3	4	5
Workshop evaluation (by self & participants)	1	2	3	4	5
Consulting Skills					
Communication (active listening,assertive, communication)	1	2	3	4	5
Consulting process & styles	1	2	3	4	5
Diagnosing & prioritizing problem(s)	1	2	3	4	5
Group facilitation (relationship-building, conflict mgmt.)	1	2	3	4	5
Evaluation	1	2	3	4	5

I would like more information and training regarding:

NAME: _____ DATE: _____

Promoting Access to Vocational Education for the Limited English Proficient (LEP)

FIGURE 3

PROGRAM IMPROVEMENT CHECKLIST

	Need for Improvement				
	None		Some		Extensive
A. MANAGEMENT					
1. The vocational program has adequate fiscal support and good prospects for continuous funding.	1	2	3	4	5
2. The program has adequate equipment and facilities.	1	2	3	4	5
3. The staff is committed to the population, well trained, and culturally and linguistically sensitive.	1	2	3	4	5
3. a. Continuous staff development is a priority for management.	1	2	3	4	5
4. Involved personnel communicate and coordinate efforts interdepartmentally.	1	2	3	4	5
5. Articulation exists between college and outside service providers (eg. GAIN).	1	2	3	4	5
6. Articulation exists between college personnel and potential employers to insure job success.	1	2	3	4	5
7. The program is evaluated on its effectiveness to serve the LEP.	1	2	3	4	5
B. RECRUITMENT & ASSESSMENT					
8. The program has an active recruitment process which utilizes bilingual, multi-cultural strategies to disseminate information.	1	2	3	4	5
9. The college has established a process for identifying LEP students in vocational education.	1	2	3	4	5
9. a. Vocational programs have identified LEP students enrolled in courses.	1	2	3	4	5
9. b. Vocational programs use data on LEP enrollment when planning instruction and support services appropriate for LEP's (see C-12, C-15).	1	2	3	4	5

Adapted from material developed by J. Lopez-Valadez et al, Project CBS

RECRUITMENT & ASSESSMENT Con't.	Need for Improvement				
	None		Some		Extensive
10. The college uses linguistically and culturally appropriate assessment techniques and instruments to identify the students' skills, interests and needs.	1	2	3	4	5
C. CURRICULUM & INSTRUCTION					
11. LEPs have access to a full range of vocational offerings once prerequisites have been satisfied.	1	2	3	4	5
12. The program has adapted the vocational curriculum to accommodate the needs of the LEP students.	1	2	3	4	5
13. Occupational related ESL is provided.	1	2	3	4	5
14. VESL instruction is based on the needs of the vocational training area and the workplace.	1	2	3	4	5
15. Vocational materials have been adapted to address LEP needs.	1	2	3	4	5
16. Vocational instructional techniques are appropriate to LEP students.	1	2	3	4	5
D. COUNSELING & SUPPORT SERVICES					
17. LEP students are provided assistance with short and long term career planning.	1	2	3	4	5
18. LEP students are provided with developmental instruction in related basic skills as needed.	1	2	3	4	5
19. The program provides and/or makes referral for ancillary services to enhance participation (child care, transportation, financial aid, housing, etc.)	1	2	3	4	5
20. There is a formal process for transitioning LEP students to employment which includes job development services and follow-up.	1	2	3	4	5

FIGURE 4

PROGRAM IMPROVEMENT CHECKLIST CRITERIA

The following criteria are given as examples of what good programs may include. A program does not necessarily need to include all criteria listed in order to be considered effective and it may in fact include other components not mentioned here.

A. MANAGEMENT

1. Uses multiple sources of funding (Job Training Partnership Act (JTPA), Carl Perkins Adult Ed., Welfare, local and state vocational ed.)

   Funding is adequate for needed staff (instructors, coordinators, counselors, job developers, aides)

   Funding is available for needed materials, supplies and equipment

   Seeks additional resources from private sector

2. Makes full use of existing resources

   Regularly updates outdated equipment and other resources

3. Staff meets minimum qualifications and has experience ins specialized field (ESL vocational training, counseling)

   Staff has knowledge sensitivity, and skill working with multi-cultural populations

   Staff is knowledgeable about Bilingual Vocational Training (BVT) and Vocational ESL (VESL) approaches

   All staff updates their awareness of areas other than their specialized field by participating in at least one VESL staff development activity a year

   Staff belongs to and/or attends conferences of related professional organizations

   Staff has access to professional literature and resources relevant to LEP in vocational education

4. Regularly scheduled meetings are held

   Referrals of students and information are made

   Curriculum development is done jointly

   Staff training is done jointly

   A transitional/articulated curriculum exists

Adapted from material developed by J. Lopez-Valadez et al, Project CBS

5. Regularly scheduled meetings are held

Student/service provider referrals are made

Cooperative agreements exist between college and the service provider(s)

6. Regularly scheduled meetings are held

Student/employer referrals are made

Cooperative agreements exist between college personnel and employers

7. Cumulative data is collected on student retention, achievement and placement

Evaluation of personnel (teachers, counselors, administrators, etc.) includes performance related to LEP

Program evaluation incorporates feedback from LEP students and employers

Program offers resources to help implement evaluation feedback

B. RECRUITMENT & ASSESSMENT

8. Outreach activities are targeted at LEP students and the multi-cultural community

Information is disseminated in language(s) other than English

Multi-cultural media is utilized

Community agencies, industries, and businesses are targeted

9. Vocational teachers are able to informally assess continuing students' language needs

The intake process elicits information which helps to identify students enrolling in ESL classs who have vocational interest(s)

The intake process elicits information which helps to identify students with limited English proficiency who are enrolling in vocational ed. classes

10. The assessment process measures vocational goals and skills, language proficiency, basic skills and ancillary service needs (child care, transportation, financial aid, etc.)

The college has clear criteria for entering into the transitioning from the vocational program

The assessment process uses bilingual, ESL or performance instruments

Assessment is provided by trained staff

C. CURRICULUM & INSTRUCTION

11. LEP students are represented in a variety of occupational ares (business, technical and industrial home economics, health, agriculture, etc.)

    A cross-section of LEP students participate in credit and non-credit vocational courses

    A cross-section of LEP students participate in On the Job Training (OJT) and cooperative education programs

    A cross-section of LEP students participate in apprenticeship programs

12. The length and scheduling of courses takes students' needs into account

    The sequencing of instructional units takes language difficulty into account

    The vocational curriculum is correlated with the VESL curriculum

13. VESL classes are offered

    Language tutoring (instructors, aides, peers, computer-assisted instruction (CAI) is offered)

    VESL support materials are provided (see # 15 below for examples)

14. The language skills stressed reflects the needs of the vocational training and workplace

    The VESL instructional units are correlated with the vocational component

    The vocabulary and grammar taught are derived from the vocational training and workplace competencies

    Cultural differences affecting employment are addressed

15. Simplified English or translated materials are available

    Support visuals, glossaries, simplified summaries, outlines, worksheets, and study guides have been added

    Individualized learning packets are used

    Computer-assisted instruction CAI) is available

16. Basic ESL techniques are incorporated

    Basic skills are integrated

    Students' native language(s) is/are utilized as a support mode

D. COUNSELING & SUPPORT SERVICES

17. Bilingual information on employment and educational opportunities is available

    Career exploration activities are available

    Individual Education Plans (IEPs) are developed

18. Individualized assistance is provided

    Student's first language is utilized

    Availability is on-going

19. Needs for services are identified during assessment

    Formal referral procedures are established

    Follow-up is done

20. Program marketing to employers is done

    Employee and employer follow-up is conducted

    Pre-employment (job seeking and job keeping) skills are taught

PART TWO:

PROGRAM MODELS

PART TWO: PROGRAM MODELS

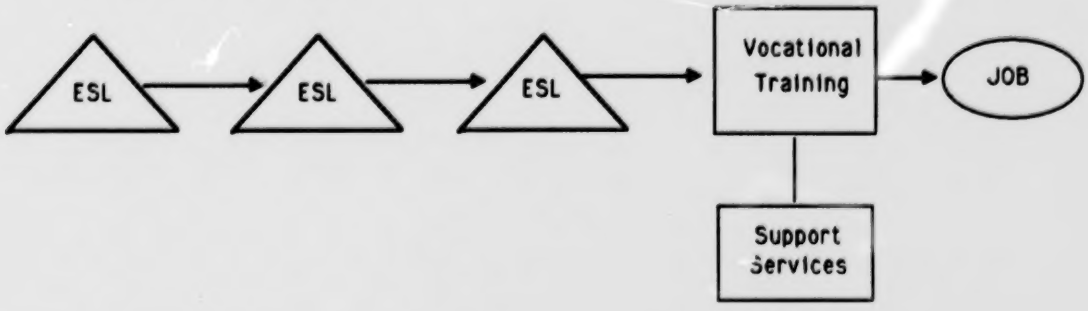
The second session of PAVE facilitator training focuses on the practical side of implementing change. Here facilitators are introduced to a variety of basic instructional delivery models which can be adapted to meet the specific needs of their individual campuses.

In order to prepare adult LEP students to take their place in the American workforce, training programs must take into account both the language needs of the students and their need for relevant vocational training. Models for programs to meet these needs aim to provide students with new or upgraded skills that allow them to be competitive in an English speaking labor market both during and certainly by the end of their training. Nevertheless, these basic program models differ in terms of how they combine English language instruction and actual vocational training to achieve these goals. In this session, facilitators examine how these key issues are addressed by three basic training models for LEP vocational programs.

THE SUPPLEMENTATION MODEL

As its name suggests, the **Supplementation** delivery model presents courses in English and vocational training sequentially: students in such programs complete a series of general ESL courses and then enroll in vocational classes which are conducted in English. This vocational training program is then supplemented by support services for counseling and job placement, which may or may not be targeted to the unique cultural and linguistic concerns of the LEP student.

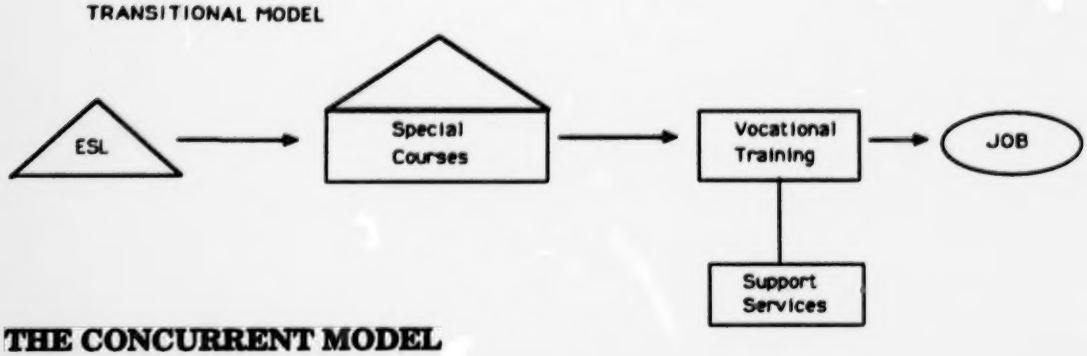
SUPPLEMENTATION MODEL



Since students take ESL classes before they enter English-language vocational classes, bilingual support is minimal; instead, this model emphasizes preparing students to function effectively in English by the time they reach the vocational setting. ESL and vocational instruction remain separate: vocational content is not incorporated into the ESL curriculum, and the vocational courses offer no ESL reinforcement or bilingual backup. As a result, students often find themselves enrolled in ESL courses for several semesters, or even years, before they are deemed "ready" to enter vocational training conducted in English.

THE TRANSITIONAL MODEL

While the **Transitional** model also offers the ESL component separately and prior to the vocational training itself, it introduces an intermediate set of special courses — vocational ESL or VESL — designed to help students cope with the demands of general vocational training conducted exclusively in English. As in the Supplementation model, Transitional programs offer linguistically and culturally specific support services aimed at increasing LEP students' access to employment opportunities. However, the Transitional model also offers the added support of VESL classes which bridge the gap between ESL instruction and English language vocational classes. (A more detailed description of VESL is provided in Part Four: Curriculum Development.)

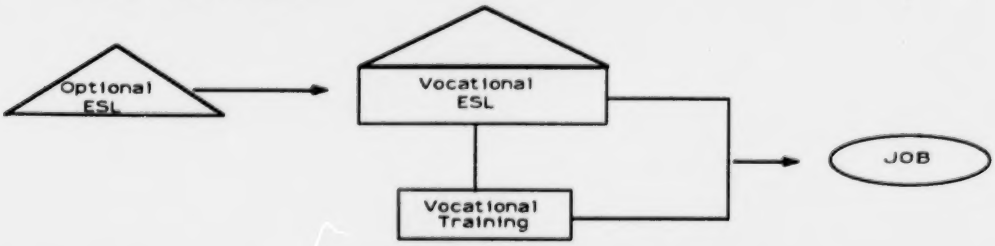


THE CONCURRENT MODEL

Finally, the **Concurrent** model combines VESL and vocational training in a program that ensures that all students, regardless of their proficiency in English, have access to vocational training without first having to attain a specific level of English competency. This bilingual mode of instruction does not require all instructors to speak two languages. A monolingual vocational instructor can add bilingual

support in the classroom by using bilingual aides, bilingual materials, selected translations, and even dictionaries. In fact, more and more classes are actually multilingual, rather than bilingual; staff and faculty could hardly be prepared to speak all possible languages represented in the student population. For this reason, multilingual classes may require additional resources, a number of different bilingual aides and staff members, and supplementary materials that accommodate the widely varying needs of a diverse student body.

CONCURRENT MODEL



Students in Concurrent programs may or may not have had ESL instruction before entering vocational training. Some may speak little or no English. But since the vocational training is supported simultaneously by bilingual resources and VESL instruction, students learn work-related English without missing the opportunity to gain job skills as early as possible. In contrast to the Supplementation and Transitional models, additional support services may be subsumed into the existing VESL and vocational training classes, rather than standing as a separate component of the program. However, this format is less typical of traditional community colleges than other institutional settings.

THE BILINGUAL VOCATIONAL TRAINING MODEL

Having introduced facilitators to the essential components of the basic LEP vocational instructional models—English instruction, bilingual support, and vocational training—PAVE now turns to an in-depth examination of the most comprehensive framework available, a version of the Concurrent model known as **Bilingual Vocational Training**, or BVT. **[fig. 5]**

With seven components which encompass all essential considerations for a successful LEP vocational training program, BVT serves as the most effective model for projects in a variety of adult learning programs in community colleges as well as adult and vocational schools. Although ideally a program would incorporate all

seven aspects of BVT, portions of the model can be adapted for use in any institutional setting, and any part which facilitators can implement is a step toward improving services for LEP vocational students. The outcome of BVT on individual campuses, as well as the number of components which can be implemented, depends on existing conditions and program structures. PAVE's discussion of BVT is oriented toward the community college structure, with its separate departments for different aspects of the program. Adult or vocational schools might have only one staff member or office to administer all areas of the program. Nevertheless, the essential features of the model are applicable in any setting.

THE SCOPE OF BVT

The components of BVT, taken as a whole, touch every aspect of LEP students' experience in vocational education, from start to finish.

RECRUITMENT emphasizes actively seeking potential students, not just accommodating those already in the general student population. To recruit students, classes and programs are advertised in a variety of foreign-language and bilingual media serving the target population. Community resources such as churches and social services can also be used to reach potential students. Since BVT incorporates students' native languages, even those who have little or no English skills are potential students, and this kind of recruitment can reach them as well as those with more proficiency in English.

INTAKE AND ASSESSMENT of new students utilizes both English and the students' native languages. Since students are never excluded because of limited English proficiency, no one is "tested out." Rather, students are assessed bilingually for oral and written language ability in both English and their own languages, as well as for vocational interests and aptitudes, for the purpose of placement at the appropriate level. A key aspect of this component of BVT is the use of assessment instruments that are specifically designed to be linguistically and culturally appropriate for LEP vocational students.

ADAPTED VOCATIONAL INSTRUCTION that incorporates students' native languages as well as English into the vocational instruction ensures that no one is

FIGURE 5

BILINGUAL VOCATIONAL TRAINING COMPONENTS

The seven BVT components as described by Bradley and Friedenberg (1988) are:

(1) Targeted Recruitment

Actively search for and seek to attract LEP students utilizing appropriate recruiting techniques such as the following: native language and/or bilingual promotional materials and advertising on native language radio and television as well as in native language newspapers.

(2) Appropriate Intake and Assessment

Do not exclude students because of limited English proficiency.

Use both oral and written instruments and techniques designed for LEP students.

Assess vocational interest and aptitutde in the native language.

Assess native language proficiency, especially literacy.

Assess basic skills.

(3) Adapted Vocational Instruction

Train LEP students for work while they are learning English.

Do not deny access to vocational training based on English proficiency.

Provide varying degrees of bilingual instruction utilizing techniques such as the following bilingual or translated materials, bilingual peer tutors, bilingual teacher aides, bilingual community volunteers, and bilingual taped materials.

(4) Vocational English as a Second Language (VESL) Instruction

Teach students the language necessary for success in the the vocational class as well as on the job.

Provide English instruction directly related to a given vocational area such as health occupations, business and office, auto mechanics, cosmetology, or small engine repair.

(5) Appropriate Counseling and Support Services

Help students record and validate previous vocational training and experience.

Provide and arrange for employability skills training, if needed.

Identify community agencies that would help LEP students.

Be sensitive to and counsel for cultural difference that may affect learning and job success.

(6) Appropriate Job Development and Placement

Foresee and counsel for employability problems arising from cultural differences.

Prepare employers for LEP and/or culturally different employees.

Do not place students in jobs which require greater language skills than they possess.

(7) Coordination of All Components

Coordinate the above six program components so that they are mutually supportive.

Conduct regular meetings between VESL and vocational instructors.

Institute a formal policy of non-exclusionary intake and assessment.

Ensure that all staff have the training enabling them to work effectively with LEP students.

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denied access to vocational training because of limited English skills, and students aren't forced to put their job search on hold until they reach an appropriate proficiency in English. BVT programs can take advantage of a wide range of options for adapting vocational materials for bilingual access: texts can be directly translated into the required languages, bilingual tapes can supplement existing materials, and bilingual aides, tutors, or community volunteers can offer additional support.

VOCATIONAL ENGLISH AS A SECOND LANGUAGE teaches language using vocation-related content so that students can acquire the language skills they need to succeed on the job. This kind of focused English has immediate relevance to the student's goals, unlike a general ESL course, which includes little skill-specific instruction.

COUNSELING AND SUPPORT SERVICES, like the other components of BVT, are specifically oriented toward the needs of LEP students. Counselors and support staff (many of whom are bilingual) recognize that the concerns of the LEP vocational student may be different from those of ESL students in general, and so the BVT-based support services focus specifically on helping LEP students prepare to enter the workforce: advising students about cultural issues that affect job success, arranging for contracts between students and the working world, and identifying sources of aid and support.

In connection with counseling, **JOB DEVELOPMENT AND PLACEMENT** services also concentrate on working with both students and potential employers to ease difficulties that may arise from language and cultural differences, and to make sure that students find work appropriate to their English and vocational skill levels. Again, an understanding of the special needs of the LEP student is central to the success of this component of BVT.

Finally, **COORDINATION OF BVT COMPONENTS** is essential to the success of the program. Whatever components of BVT might be implemented on a given campus, steps should be taken to ensure that they operate in an atmosphere of mutual support and open communication. Coordination includes regular dialogue between VESL and vocational instructors and the support staff, inservice training

to ensure that all participants are able to work with LEP students in support of the program's goals, and policies that encourage the success of every student, regardless of their level of English proficiency.

The BVT model will need to be adapted to fit the existing structures facilitators have identified in their program assessment. The goal of the PAVE facilitator is to select and adapt those components of BVT that are most relevant to the needs of his/her individual institution. So, the facilitator and the campus working group together determine which aspects of the model will serve the target student population most effectively. To this end, PAVE training presents a look at existing programs which have incorporated some essential features of BVT.

ELEMENTS OF BVT AT WORK: PAVE NURSING SUPPORT AT EL CAMINO COLLEGE

PAVE's ongoing support program for LEP nursing students at El Camino College offers a concrete example of incorporating into an existing professional program targeted support for LEP students for whom language difficulties and/or cultural differences may prevent them from successfully completing the nursing curriculum.

Since all new students in ECC's RN training program must have English-language competency at the level of college freshman composition, a bilingual element — as either a transitional or a concurrent component of the program — is unnecessary. The PAVE support project thus functions primarily as a resource for diagnosing and remedying general academic problems that affect students' chances for success in the demanding nursing curriculum, and for advising teachers on LEP and cultural issues that may affect students' performance.

Coordinating Student Support: The PAVE Coordinator's Role Within A Vocational Program

The PAVE Coordinator at El Camino is (1) an ESL instructor or other qualified individual familiar with both health occupations and the problems of LEP and other academically disadvantaged students, who (2) works in the nursing department with both nursing faculty and students to improve students' chances for success. The coordinator assists instructors in identifying students at risk of failure, and works with these students one-on-one or in small groups to improve their reading, writing, pronunciation and test-taking skills. Students with severe problems in

these areas are referred to PAVE by their instructors; however, all students are encouraged to bring problems to the coordinator on their own, and many drop in for advice on studying or finding campus resources for help.

The coordinator supports and advises faculty members as they redesign existing courses to make materials and instruction more accessible to LEP students. The support program also provides for faculty inservice workshops on issues affecting student success and strategies to address them, and for student workshops on such topics as nursing math, critical thinking and reading, and study skills.

Expanded Student Support: Tutoring and Mentoring

As part of the ongoing effort to support the LEP nursing students in all aspects of their studies, the PAVE project trains peer tutors to work with students on nursing-related topics, and coordinates with local hospitals to develop a mentoring program which matches nursing students with local nurses of a similar cultural background who act as role models and resources. By implementing some source of support for students in all circumstances and levels of the nursing program, PAVE hopes to ensure that the linguistic and cultural factors that can limit the success rate of LEP nursing students will be effectively addressed before they become overwhelming.

PAVE's nursing project at El Camino College combines specially developed support services with the existing vocational (here, nursing) curriculum. Other components of the LEP vocational models examined in this section—bilingual support and job placement—are not relevant to the needs of this student population, and so they are not included in the project design. In this way, the nursing program gains a support resource targeted specifically to its needs. Similarly, as facilitators begin to plan the path to change on their own campuses, they must determine which components of BVT or other program models are applicable to their unique needs, and develop a plan for program change that incorporates only the most effective elements of these models.

PART THREE:

CULTURE AND LEARNING

PART THREE: CULTURE AND LEARNING

A key feature of the program models reviewed in Part Two is the attention paid not only to language and vocational skills, but also to cultural issues that may affect students' success at school and at work. The BVT model, offered as the ideal, most comprehensive approach, places particular emphasis on developing counseling and support services that address the cultural differences and misunderstandings that arise on the job, since students are being prepared to enter a workplace dominated by Anglo-American cultural values and expectations they may be ill-prepared to meet.

Cultural differences fall along a wide spectrum, from the superficial conventions of appearance and taste to deeply held attitudes and beliefs. Most of us have little difficulty accepting the most obvious differences between cultures: clothing styles, food, music, and some social customs. We seek out these differences for our own enjoyment and cite them as charming examples of the diversity of our world.

However, these superficial cultural markers represent only the tip of the iceberg of beliefs, values and traditions that make up an individual's cultural identity. Behind the easily recognized songs and styles lies a vast territory of embedded, unconscious and automatic beliefs and outlooks, so deeply ingrained we are not even aware of them until they are violated. And it is this subconscious network of expectations and assumptions, underlying every aspect of human interaction within a given cultural group, that accounts for most of the conflict between members of different cultures.

Differing values on time management, touching, space, eye contact or other human values and behaviors — all of these go far beyond an appreciation of ethnic cuisine and colorful traditional costume. We take these things for granted, and we tend to assume that others will operate according to the same rules we are familiar with. When reality turns out otherwise, tensions surface — tensions which can cause friction in the classroom, and disharmony on the job.

To help facilitators become more aware of their own cultural orientation and to introduce them to issues of cultural difference that need to be considered when developing services for LEP students, PAVE facilitator training includes a variety

of activities designed to uncover hidden sources of cultural conflict and to develop strategies for dealing with these problems.

CULTURE CONTRASTS: A LOOK AT VALUES

Adrienne C. Austin's **"Comparison of Cultural Variants" [fig. 6]** offers an overview of the beliefs and values held by American and other cultures regarding such basic concepts as family, education, and work. The juxtaposition of contrasting attitudes on these and other basic human attitudes provides insights into a number of factors that may affect LEP students' success both in class and on the job.

The **"Comparison"** examines nine areas of cultural variance in human values: family life, social interaction, education, work and achievement, individuality, wealth and materialism, time, age and communication. While acknowledging that within cultures there may still be group variation, and emphasizing that the values presented are only generalizations based on prevailing patterns, the charts demonstrate clearly how such commonly-held American values, such as individuality, independence, eguality and competition, stand in stark contrast to those prized in many cultures — not confined to just one country, region or ethnic group — which value groupness, interdependence, hierarchies and cooperation.

All the categories surveyed in the "Comparison" may affect LEP students interacting with the larger American culture. But in order to develop effective programs to meet the educational and employment needs of these students, facilitators will want to pay particular attention to those focusing on education, work and achievement, individuality, wealth and materialism, and time.

Many of the values most highly prized by American teachers and employers are in direct opposition to those held by their LEP students and employees, and cultural assumptions can cause misunderstandings that range from the amusing to the grossly insulting. The resulting friction between American expectations and those held by other cultural groups can jeopardize the LEP individual's chances for success both in school and at work.

The high premium Americans tend to place on individual accomplishment and recognition contrasts with the tendency in other cultures to value the group over the

FIGURE 6

COMPARISON OF CULTURAL VARIANTS

Adrienne C. Austin

These are basic human activities that are common to all peoples. Every culture provides the means for the aggregate of its people to share in such activitie as communication, social behavior, subsistence, learning, play, religion, use of time and space, and utilization of natural resources. The meaning and value attached to these basic human activities, and the way these activities are systematically expressed or communicated, can change from culture to culture. I is the diverse interpretation of these activities that makes one culture different from another.

The Concept of	in Anglo-American terms....*	in culturally different terms...**
FAMILY LIFE	Nuclear type: marriage contract, can be terminated; tendency towards small families; partnership status; child-centered.	Extended families; kinship ties vary important; tendency toward large families; variety of family arrangements; children subordinate to parents; older children care for younger siblings; authority delegated by maleness, age, status.
SOCIAL INTERACTION	Non-contact society; intimate distance - two inches to two feet; social distance - two to six feet; public distance - 12 to 25 feet; verbal apologies when forced into undesirable intimate range.	Close physical contact welcomed; social distance less than two feet; avoids strangers; neighborhood less important than kinship.

NOTES:

* This column represents the cultural interpretations or value orientations that are generally described as characteristic of Anglo-American culture.

** This column does not represent the cultural interpretations of value orientations of any particular ethnic group in America. The information is merely illustrative of the range of diversity in cultural behaviors, values, and attitudes that can exist within a society.

"Building Competencies to Serve LEP Vocational Students", by J. Lopez-Valadez et al, Project CBS.

The concept of	in Anglo-American terms...*	in culturally different terms....**
EDUCATION	Universal; formal and technical compulsory road to better life; social mobility; economic security; pragmatic; stress verbal fluency and field orientated cognition; teacher is authority figure - surrogate parent; emphasis on evaluation.	High aspiration; ticket to mainstream society; obstacle course to be surmounted; abstract; alien environment; learning and doing integrated; stress affect and psychomotor skills; siblings and peers respected as teachers.
WORK AND ACHIEVEMENT	Climb ladder of success; win rewards, status, money, friends; define self and other's terms of accomplishments; competitive; emphasis on breaking records set by others; administrative jobs desirable.	Work to satisfy present needs, physical survival; follow ways of parents; sharing, group spirit of achievement; cooperativeness; acceptance of status quo; working with hands respected.
INDIVIDUALITY	individual shapes own destiny; self-reliance important; "hero" a person of action; self-disciplines.	Anonymity; accept group sanctions; dependent on others - families and peers; humility.
WEALTH AND MATERIALISM	Acquisition of tangibles and intangibles; desire for material comforts and possessions; money symbol of success, intelligence and power; save for the future.	Accumulating more than one needs is selfish or stingy; sharing within extended family; ascribed status.
TIME	Time-consciousness; governed by clock and calendar; homage to routine; on-time syndrome; future oriented; a rosy horizon. Leisure time, do-it-yourself projects; value speed.	Concerned with here and now; little or no concept of "wasting time"; time routines unimportant; "future in God's hands"; enjoy the present.

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The concept of	in Anglo-American terms....*	in culturally different terms...**
AGE	"Youth" magic word; most desirable to be young; youth encouraged to think for themselves, be decisive.	Elders highly respected; tradition is important; growing old is desirable.
COMMUNICATION	Tend to favor vision; avoidance of polite forms of respectful gestures in addressing people; angular and staccato motions; direct eye contact; considered normal to speak in loud voice; complete silence equated with attentiveness; question and answer elicitation.	Tend to favor auditory senses; social conventions in addressing others upheld as a sign of respect; sustained, flowing, and circular gestures; physical presence as important as speech; loud voice signifies anger; complete silence a sign of boredom.

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individual, and to frown on calling attention to oneself — even for positive reasons. Similarly, Americans who value self-reliance and independent thinking may be frustrated when they encounter members of cultures which value dependence on a group and respect for absolute authority.

School and work provide ample opportunity for conflict based on these ingrained beliefs. American teachers expect students to speak up, to ask questions, and to take responsibility for their own learning — in stark contrast to those cultures which maintain that the teacher is the ultimate authority, never to be questioned, and the student's duty is to accept the teacher's directives. Likewise, American employers who value workers who take initiative and work independently may be frustrated by employees from cultures which value teamwork and consider it rude to deviate from the group.

THEORY TO PRACTICE: EXPERIENCING CULTURE CLASH

In addition to discussing the sources of cultural misunderstanding and developing an awareness of prevailing cultural patterns, PAVE facilitators also participate in a series of hands-on activities that provide practice in developing strategies to deal with problems that arise from cultural differences.

Cross-cultural games, and mock tests based on cultural-specific information allow facilitators to step outside their own cultural assumptions and experience first-hand the frustration of the outsider. Similarly, small group discussions of **"Critical Incidents"**—scenarios that involve a conflict arising from cultural differences—provide opportunities for applying the insights gained from the "Comparison of Cultural Values" and other materials.

Each discussion group analyzes a different "Critical Incident" involving a mis-communication — either verbal or nonverbal — between American authority figures and members of another culture. **[fig. 7]** As the name implies, the activity focuses on incidents of cultural misunderstanding which can cause real damage to an individual's chances for succeeding in an American classroom or job.

The facilitators' task, then, is to explore the behaviors that contributed to the problem by analyzing the way both sides depicted in the scenario approached the

situation. Once all group members understand what culturally-based behaviors and assumptions have led to the conflict, they devise alternative strategies for handling the situation which take cultural factors into consideration.

Another activity incorporated into this section of PAVE training is a cross-cultural simulation. There are several such "games" available; PAVE has found "BARNGA" very appropriate and adaptable to different size groups. According to the originators, "BARNGA induces the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things." Included are detailed instructions for setting up the game, suggestions for facilitating the debriefing, and master copies of all handouts needed to conduct the game (see complete reference in PAVE Resources, Part Seven).

CULTURAL AWARENESS: A FACTOR IN PROGRAM SUCCESS

Cultural awareness is central to the success of BVT and other LEP vocational programs, since LEP students' chances for success at school and at work may depend on their ability to respond to the expectations of American employers and teachers. To smooth their way, program planners are urged to consider students' cultural orientation at all stages of course development, and to anticipate difficulties that might arise from culturally-based assumptions on both sides. Tests may need to be redesigned to eliminate bias; everyday classroom behaviors, activities and values taken for granted by American students may need to be clarified and explained. Teachers may need to reevaluate their approaches to dealing with problems; workshops that increase cultural awareness among teachers (and their counterparts in the workplace, managers and supervisors) can become a part of general inservice training.

Likewise, support services aimed at placing students in jobs should include some strategies for increasing their awareness of the behaviors and attitudes Americans expect to encounter at work. This means that facilitators need to acknowledge the effects of cultural differences when developing support and counseling services to bridge the gap between the campus and the workplace.

The Cultural Awareness session of facilitator training concludes with a brainstorming session and debriefing, which focuses on specific ways to address cultural issues in

the PAVE-sponsored programs being developed on individual campuses. From adjusting test questions and classroom handouts to conducting job-seeking workshops, facilitators will be able to identify areas in which students' success might be enhanced by greater understanding of the cultural differences, both subtle and glaring, that can affect their success both during training and on the job.

INCIDENT A **FIGURE 7a**

Alice and Mina had become good friends shortly after they attended a community college nursing class. They were the only two LEP students in a class of 15. Because of their English, they helped each other out speaking in Tagalog, and kept to themselves. They came to class early, worked through break and always stayed after class to work on their projects. Other students were annoyed by their behavior and told the instructor about it. The instructor then announced to the class that no one was permitted to come to class early or stay beyond class hours.

1) What is the cross-cultural conflict here?

2) How do you feel about the way this situation was handled by the teacher?

3) To what degree do you agree or disagree with what was said or done?

4) What Asian cultural values (if any) are reflected here?

5) What American cultural values (if any) are reflected here?

6) How would you have handled this situation?

INCIDENT B

FIGURE 7b

A nursing instructor observed that although a group of LEP students in her class had been doing fine in hands-on activities, they did poorly on several achievement tests. They were also extremely reserved and refused to speak up in class. The instructor became frustrated and told the students to stay after class to speak with her; after class she told them they must speak up in class or they will never be good nurses.

1) What is the cross-cultural conflict here?

2) How do you feel about the way this situation was handled by the instructor?

3) To what degree do you agree or disagree with what was said or done?

4) What non-Anglo cultural values (if any) are reflected here?

5) What American cultural values (if any) are reflected here?

6) How would you have handled this situation?

FIGURE 7c

INCIDENT C

As one of the requirements in a nursing course, students were required to complete a project. After evaluating each of the students' projects, the instructor was most impressed with Sheng Peng's work. As a motivating technique, the instructor showed Sheng Peng's work to the entire class while praising her for her exemplary work. The next day, Sheng Peng did not come to class.

1) What is the cross-cultural conflict here?

2) How do you feel about the way this situation was handled by the instructor?

3) To what degree do you agree or disagree with what was said or done?

4) What non-Anglo cultural value (if any) is reflected here?

5) What American cultural value (if any) is reflected here?

6) How would you have handled this situation?

PART FOUR:

ISSUES IN CURRICULUM DEVELOPMENT

PART FOUR: ISSUES IN CURRICULUM DEVELOPMENT

For the purposes of the PAVE facilitator, making curricular improvements involves assessing and redesigning existing offerings, as well as introducing new materials as needed. These improvements must be based on learning models that impart not only informational content but practical strategies for coping with life and work outside the classroom.

Using the **Program Improvement Checklist** described in Part One, facilitators and their work groups examine the existing curricula in their LEP vocational courses in light of PAVE's approach to vocational training for LEP students. Then, from these findings, they formulate new goals and expectations based on the changes they plan to implement.

ASSESSING CURRICULUM

Since services for LEP vocational students focus on getting students from the classroom to the workplace, facilitators and their curriculum planning groups need to develop materials and approaches that take into account the needs, requirements and expectations of the real working world that the student will be entering. One highly effective model for doing just that is Cooperative Learning. This portion of PAVE facilitator training introduces facilitators to its principles and practices.

A handout by the National Teaching and Learning Forum (NTLF) **[fig. 8]** examines old and new philosophies of basic issues of teaching and learning. The traditional classroom model consists of a teacher/expert/authority figure who lectures, passing information to students who sit quietly and receive it. This relationship between student and teacher tends to be impersonal and distant, marked by the gulf between the active giver and the passive receiver of knowledge. Students are expected to work independently and compete with each other for the best grades, and the emphasis on the teacher-centered classroom also means that virtually any expert with the relevant knowledge can teach — that is, present information and evaluate students' ability to repeat it.

This educational paradigm may be familiar to many LEP students, whose cultures

emphasize respect for authority figures such as teachers, and consider rote learning and repetition essential for achievement. However, such an approach may not be the most effective way to prepare students for the realities of the American working world where teamwork, initiative, and the ability to solve problems independently are often prized above technical knowledge itself.

In contrast to the teacher centered model of learning, NTLF suggests **Cooperative Learning** — a methodology emphasizing teamwork and mutual interaction toward a goal— as a particularly effective strategy for LEP vocational programs.

To introduce facilitators to the concepts and practices of Cooperative Learning, PAVE draws from scholarly analysis and practical technique through materials from current American education journals and the British Columbia Institute of Technology (BCIT), Western Canada's leading facility for technical and technological education.

WHAT IS COOPERATIVE LEARNING?

Recent NTLF studies on the effectiveness of the cooperative model for teacher-student interaction have suggested that students learn more, and acquire greater self-confidence, when they have the opportunity to take greater responsibility for their own learning, and are encouraged to work together with teachers and other students toward a clearly defined goal. This approach, in which teachers and students work together on a given academic task, is called **collaborative learning**.

Cooperative learning might be called a subset of collaborative learning, with some refinements on the general concept of all parties contributing to a group-produced outcome. In the cooperative learning model, the basic idea of collaboration — everyone working together as a group on a specified task — combines with the traditional notion of individual accountability to create a framework that allows students to experience not just interdependence and cooperation, but also responsibility for their own learning. While collaborative learning emphasizes evaluating the group outcome, and thus indirectly evaluates the contribution of each member, cooperative learning allows for measuring the progress of each individual in the group as well. The role of the teacher varies slightly in that cooperative learning

Paradigms of Teaching

FIGURE 8

	Old	New
Knowledge	Transferred from Faculty to Students	Jointly Constructed by Students and Faculty
Students	Passive Vessel to be filled by Faculty's Knowledge	Active Constructor, Discoverer, Transformer of own Knowledge
Faculty Purpose	Classify and Sort Students	Develop Students' Competencies and Talents
Relationships	Impersonal Relationships among Students and between Faculty and Students	Personal Transaction among Students and between Faculty and Students
Context	Competitive, Individualistic	Cooperative Learning in Classroom and Cooperative Teams among Faculty
Assumption	Any Expert Can Teach	Teaching is Complex and Requires Considerable Training

teachers plan and conduct classroom activities whereas in collaborative learning students, particularly in adult classrooms, play a more active part in planning class activities. Thus, collaborative learning classes may include more teacher/students collaboration in addition to students/students collaboration.

BCIT teacher training materials on cooperative learning point out that while employers certainly seek to hire workers with the prerequisite technical skills, they may value even more those potential employees with effective interpersonal skills — people who can work with others, take responsibility and initiative to solve problems, and contribute to the team effort of furthering the goals of the organization. [**fig. 9**] Since a major goal of improving LEP vocational programs is to increase students' chances for successful employment, opportunities to develop those skills that employers deem most valuable must be built into the curriculum. And cooperative learning situations can be an effective means for doing just that.

Also, since the BVT model for LEP vocational education programs emphasizes the importance of cultural factors in student success, cooperative learning based classrooms can help students from different cultures acquire an awareness of the social conventions and behaviors needed to function in the American working world. Whatever its application in a given course or program, cooperative learning is based on five essential concepts:

Positive Interdependence. Where the traditional model of learning emphasizes solo, competitive work, cooperative learning stresses that students need each other to complete an assigned task. The fact that everyone's effort is needed to reach a mutual goal fosters mutual trust, the ability to rely on others and a respect for negotiation.

Face to Face Interaction. Rather than sitting in rigidly organized rows facing a teacher positioned at the front of the room, participants in cooperative learning situations face each other in small group circles discussing, explaining and teaching each other as they learn. Teachers, too, enter the group on the students' level, encouraging and guiding, rather than imposing learning.

Individual Accountability. The traditional format for learning focuses exclusively on individual effort. Cooperative learning, on the other hand, places individual

responsibility into a team context: while everyone contributes skills and knowledge toward the group's goal, each student is evaluated on the basis of individual work through tests, reports or other kinds of assessments.

Interpersonal and Small Group Skills. Not only do students need the academic or technical skills imparted by teachers and texts, they must also develop the social skills that allow them to work effectively together: accommodating differences of opinion, managing conflict, developing assertiveness and communication strategies. These may need to be taught just as explicitly as the course content itself.

Group Processing. In cooperative learning situations, groups are taught to analyze their own effectiveness, and to monitor their own progress toward their goal. They evaluate their own working relationships and learn to take steps to improve the performances of individuals within the group.

BENEFITS OF COOPERATIVE LEARNING IN LEP PROGRAMS

The BCIT and other institutions and individuals working with cooperative learning point out that the benefits for participants are not only practical, but also psychological. While students acquire technical and social skills, they also improve their self-esteem and self-confidence, becoming more motivated to succeed and gaining a sense of control over their own learning.

These benefits are particularly important for the LEP student whose self-esteem may already be low. These students may feel less capable of performing in classes dominated by non-LEP students since their limited command of English slows their progress. Working in groups allows each student to draw on unique strengths and abilities not shared by other group members. Thus, a person with limited English skills may be able to handle the math needed to solve a problem, and a fast reader might do research while a slower reader with analytical skills could prepare the report.

Likewise, cooperative learning activities can encourage an appreciation for diversity. Students working together learn to accommodate differences among group members, and to develop a sensitivity about cultural issues.

IMPLEMENTING CURRICULAR CHANGES

Cooperative learning techniques can be an effective way to help LEP and non-LEP students alike improve their mastery of course material and to function more effectively in the working world. Therefore, plans for redesigning a curriculum to take advantage of these benefits should include at least some cooperative learning activities, along with other more traditional strategies for improving LEP students' vocational opportunities. To this end, faculty and staff will need to look at both their class materials and their roles as teachers in a new light.

PAVE facilitator training includes guidelines and suggested activities for faculty inservice workshops. These can include an overview of the teacher's role in effective cooperative learning. BCIT offers a detailed survey of the differences between the traditional lecture format and the cooperative learning model of class organization.

Educational theorists stress that cooperative learning activities should be balanced with other more traditional ones such as lectures or presentations. This means that implementing cooperative learning strategies may require additional planning and organization on the part of instructors. In addition to the usual duties of presenting the day's lessons, grading and monitoring students' performance, the teacher who applies cooperative learning has to structure activities to ensure that everyone participates, tasks are clear and meaningful, and that help is available as needed. Not only that, teachers may have to teach not just the course content, but also the social and cultural skills needed to make the cooperative learning activity a success.

Individual classroom activities and materials may also have to be either redesigned or created fresh with the goals of cooperative learning and the needs of the LEP student in mind: acquiring language competency, technical skills, and social strategies needed for success in the English-speaking workplace.

COORDINATING ESL AND VOCATIONAL STUDIES

An effective program to meet the needs of the LEP vocational student calls upon the resources of both ESL and vocational instruction. Since ESL instructors will be working with their counterparts in vocational education to develop the curriculum and design materials for classroom use, PAVE facilitators need to explore the ways

in which English language instruction can be combined with vocational content to maximum benefit.

As the basic program models described in Part Two demonstrate, the English component of the LEP vocational course may be either separated from the vocational aspect of the program or integrated into it. This means that the kind of English instruction offered may be a version of standard ESL or a vocation-specific variant: vocational ESL (VESL). In order to build a program that effectively delivers both English and vocational skills to LEP students, PAVE facilitators will need to know the essential differences between these two avenues for English instruction.

TARGETED VESL: MEETING SPECIFIC NEEDS

While all VESL is a form of ESL, the reverse does not hold true. VESL, as its name suggests, is ESL with occupation-specific focus. While regular ESL can provide students with general language skills and vocabulary to communicate better at work, it does not emphasize the skills needed to succeed in a specific vocational area. VESL, then, is language instruction aimed at teaching the essential language competencies of ESL using content from the working world. In this way, students can enter their vocational preparation without waiting to achieve a certain level of English proficiency before they can even begin their skills training. There are several types of VESL, all associated to some extent with preparing students for work. In addition to occupation-specific VESL which focuses on developing the vocabulary and language skills connected with a specific vocation, VESL variants address other needs. Pre-employment VESL can be offered before and after the job training program to prepare the student to get a job and function in the workplace. Cluster VESL might be offered before or along with a vocational program; rather than focusing on one vocational area, it concentrates on the vocabulary and communication skills connected with a group of related vocations, such as health care. Transitional VESL, as its name suggests, is offered before the student enters the vocational program itself, using language specific to one or more vocational areas.

As the program models show (see Part Two), VESL can be built into a program in a variety of ways: courses can be offered prior to or concurrent with the vocational course itself; used as a bridge between general ESL and the vocational program; or, as in BVT, phased in gradually as students progress through the vocational

curriculum. Whatever its role in the overall course design, however, VESL aims to provide students at all skill levels with both the language and the vocational competency they need to make their way in the American workplace. (Serving Vocational Students Who Speak English as a Second Language: A Community College Handbook offers a detailed description of types of VESL classes; see listing under PAVE Resources in Part Seven)

CONSIDERATIONS FOR CURRICULUM DEVELOPMENT

The special needs of LEP students affect all aspects of designing a program, from adapting teaching methodology and style to selecting materials to be used in the classroom. Those who are not accustomed to working with LEP students need to keep in mind that this student population may differ considerably from students in academic ESL classes. LEP adult learners may be refugees or immigrants, working adults with families, who may have had limited formal education in their own countries or who may have been professionals in their own countries who are now starting over in a new country with a new language. Their goals often pertain to job and career preparation rather than long-term academic preparation. This means that ESL teachers accustomed to working with visiting foreign students who are building upon an academic foundation laid at home will need to reorient themselves; from issues of college preparation, they must turn to workplace concerns and factors that affect success in daily living. Vocational instructors, for their part, must become more familiar with cultural considerations and the issues connected with information processing in a second language.

Materials used in LEP vocational programs, whether created or adapted, must share two essential features:

Modification. Standard texts and readings may need to be altered to allow easier access, with smaller text units and simpler sentences. Likewise, vocabulary should be streamlined to omit redundancy, slang or variant terminology. Active structures should replace passive ones, and all "understood" sentence parts (such as pronouns, for example) need to be restored to aid comprehension.

Accessibility. All materials to be used in LEP classes should be visually accessible, with less dense text, more white space, and numerous headings and subheadings to

guide students to the relevant information. The page layout should allow for numerous illustrations and diagrams.

Program planners must view not just the materials themselves, but also how they are presented, with the LEP student in mind, although the strategies for making class more accessible to them can only benefit other students as well. The **Lecturette Techniques Checklist [fig. 10]** illustrates the issues which affect LEP students in the classroom.

During lectures or presentations, instructors should speak clearly and precisely, at a moderate rate. Just as in written materials, they need to avoid slang and idioms, and stick to essential vocabulary in simple sentences. Likewise, presenting information in small pieces, with repetition of key words and ideas, helps students to follow along. And using pictures, gestures and demonstrations — strategies that take advantage of students' diverse learning styles — will reinforce the information presented verbally.

During this portion of their training, PAVE facilitators examine samples of text materials along with counterpart adaptations. They then work through several sample exercises which give them hands-on experience revising text to make it more accessible for LEP learners. **[fig. 11]**

Course development is not limited to adapting existing materials to meet the needs of LEP students, however; new texts also need to be adopted. To help facilitators and their planning groups assess the suitability of available texts and materials, PAVE provides a **Readability Checklist** prepared by Jeanne Lopez-Valadez at Project CBS. **[fig. 12]**

Using the **Checklist**, instructors can rate potential texts in terms of the extent to which sentence structure, vocabulary, content, use of visual support, and even physical appearance meet the criteria for LEP-appropriate materials: simple, straightforward and easily accessible.

FIGURE 9

WHAT EMPLOYERS WANT: A Summary

* Learning to Learn
* Listening and Oral Communication
* Competence in Reading, Writing, and Computation
* Adaptability: Creative Thinking and Problem Solving
* Personal Management: Self-Esteem, Goal Setting/Motivation and Personal/Career Development
* Group Effectiveness: Interpersonal Skills, Negotiation, and Teamwork
* Organizational Effectiveness and Leadership

Presented by Jane Promnitz, BCIT. **SOURCE:** Workplace Basics: The Skills Employers Want, American Society for Training and Development and U.S. Department of Labor, Employment and Training Administration, 1988.

LECTURETTE TECHNIQUES CHECKLIST **FIGURE 10**

These techniques for presenting information in a lecture situation are good for any audience but they are especially effective when working with limited English proficiency (LEP) students.

AFTER YOU TEACH EACH LESSON, EVALUATE YOUR OWN EFFECTIVENESS IN TEACHING LEP STUDENTS BY COMPLETING THIS CHECKLIST.

			1 Hardly	2 Sometimes	3 Often	4 Consistently
Language	1.	Speak clearly and at a moderate speed?	☐	☐	☐	☐
	2.	Form short, structurally simple sentences?	☐	☐	☐	☐
	3.	Keep terminology constant, avoid too many alternative expressions and slang?	☐	☐	☐	☐
	4.	Repeat key vocabulary, both within sentences and separately?	☐	☐	☐	☐
Content	5.	Introduce the main idea before you "dove into" the lesson?	☐	☐	☐	☐
	6.	Present information in small, discrete places?	☐	☐	☐	☐
	7.	State important concepts several times, varying sentence structure to get points across?	☐	☐	☐	☐
Multisensory Communication	8.	Use physical gestures and "body language" to demonstrate a point or procedure?	☐	☐	☐	☐
	9.	Use visual aids? -Actual tools and equipment, pictures, charts, your own drawings on blackboard, slides, films, etc.	☐	☐	☐	☐
Comprehension Checks	10.	Ask comprehension questions during the presentation? -First, YES/NO questions -Then, "Which, what, where, when" questions which require only one or two-word answers -Finally, open-ended "how" and "why" questions	☐	☐	☐	☐

"Building Competencies to Serve LEP Vocational Students", Adapted from material developed by J. Lopez-Valadez

FIGURE 11a

STRATEGIES FOR MODIFYING TEXT

USE SHORT, SIMPLE SENTENCES

Original: Examining the system includes checking for and repairing leaks, which left undetected can cause problems in the future.

Adapted: Also, check for leaks.
Repair leaks immediately.
Unrepaired leaks can cause problems in the future.

Original: To ensure that both sections are even, stand behind the patron, grab the hair, and pulling it up, cut straight across.

Adapted: _____

_____

_____

USE SIMPLE VERB CONSTRUCTIONS

Original: Low temperature may have been the reason for the leak.

Adapted: Low temperature was possibly the reason for the leak.

Original: This could be expected to reoccur.

Adapted: _____

AVOID PASSIVE CONSTRUCTIONS (Use imperative--commands-- for procedures.)

Original: . . . filters must be replaced
. . . this is done by turning

Adapted: Replace the filter . . .
Turn the . . .

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Developed by J. Lopez-Valadez et al, Project CBS.

Original: The fuel mixture is ignited by the spark plugs.
Fine hair can be damaged by strong dryers.

Adapted: _____

_____

ADD NOUNS WHERE THEY ARE IMPLIED OR HAVE BEEN REPLACED WITH PRONOUNS

Original: Provide some lubrication and tighten with a wrench.

Adapted: Put some oil on the bolts.
Tighten the nuts with a wrench.

Original: Don't add it too quickly or lumps will appear; they can ruin the dough.

Adapted: _____

_____

SIMPLIFY VOCABULARY

Original:	Adapted:
denote	show
displace	move
rectify	_____
communicate	_____
facilitate	_____

STANDARDIZE VOCABULARY

Original: dry wall
sheet rock
plasterboard

(All used in same paragraph)

Adapted: Choose one expression and use it consistently

AVOID SLANG AND IDIOMS

Original: "use elbow grease"
"chalk it up to"

Adapted: _____

FIGURE 11b

EXAMPLE OF MODIFIED TEXT

ORIGINAL VERSION

REPAIRING CRACKS IN PLASTER WALLS (Excerpt)

Remove loose plaster using the pointed end of a can opener, undercutting a wedge-shaped opening in the wall so that the spackling compound will hold. The area to be patched should be wetted with a sponge to prevent water absorption by the old plaster. (If the patch dries out too quickly, cracking may result.) Using a premixed spackling compound and a putty knife, fill the crack so that it is slightly higher than the wall.

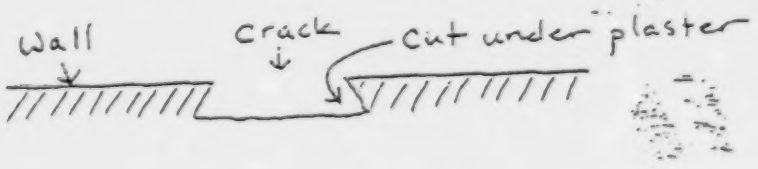
ADAPTED VERSION

REPAIRING CRACKS IN PLASTER WALLS (Excerpt)

Materials
you will need: pointed can opener, spackling compound, container for mixing spackling compound, putty knife

Procedure:

1. Remove the loose plaster around the crack with the pointed end of a can opener.
2. Make a cut under the plaster with the can opener.



3. Wet the area with a sponge.
4. Put spackling compound into the crack with the putty knife.

Developed by J. Lopez-Valadez et al, Project CBS.

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FIGURE 11c

KEY APPROACHES FOR ADAPTING MATERIALS

SELECTED TRANSLATIONS

- Headings, subheadings
- Introductions
- Key sentences, main ideas
- Safety warnings and precautions
- Notes and summaries in translator's own words
- NOT technical terminology, unless the information is explanatory

SUPPLEMENTAL MATERIALS

- Brief explanations of key concepts in English
- Brief summaries in English
- List of key vocabulary and definitions
- Examples which students can understand
- Study guides
- Outlines
- Visuals-drawings, diagrams, charts, etc.

MODIFYING TEXT

- Reduce grammatical complexity
  a. Use short, simple sentences
  b. Use simple verb constructions
  c. Change passive forms to active
  d. Repeat nouns instead of using pronouns

- Simplify vocabulary
- Standardize vocabulary (only one term for each object or concept)
- Avoid slang and idioms
- Use up-to-date terminology
- Redesign format (for example, numbered lists for procedures)
- Present information in most logical order
- Build redundancy into text to emphasize key words and concepts
- Add visuals
- Change format/print style to increase visual clarity

Developed by J. Lopez-Valadez et al, Project CBS.

READABILITY CHECKLIST FIGURE 12

Evaluate the readability of vocational texts by completing this checklist.

		Hardly	Sometimes	Often	Consistently
Does the text utilize:					
Sentence Structure	1. Short sentences	1	2	3	4
	2. Limited number of multiple-clause sentences?	1	2	3	4
	3. Simple verb tenses?	1	2	3	4
Vocabulary	4. Straightforward expressions?	1	2	3	4
	5. Commonly used terminology?	1	2	3	4
	6. Consistent use of terminology?	1	2	3	4
	7. Limited use of slang/ idioms?	1	2	3	4
Content Organization	8. Headings/subheadings?	1	2	3	4
	9. Highlighting?	1	2	3	4
	10. Examples of concepts?	1	2	3	4
	11. Logical order of presentation?	1	2	3	4
	12. Summarizing statements?	1	2	3	4
Visual Aids	13. Informative illustrations, charts, photos, etc.?	1	2	3	4
Physical Appearance	14. Clearly readable print?	1	2	3	4
	15. Enough open space on page.	1	2	3	4

Developed by J. Lopez-Valadez et al, Project CBS.

PUTTING THEORY INTO PRACTICE: A WORKING PROGRAM

Included in this part of facilitator training is an overview of an actual vocational ESL program developed for construction workers. The emphasis in this program is on comprehensive course design that involves not just potential students and instructors (both ESL and vocational), but also those concerned with the real world of construction work. [Note: Thanks to Kathy Wong, VESL Resource Instructor at City College of San Francisco, who provided this training session for PAVE]

To ensure that the proposed curriculum would meet the real needs of potential students, course developers designed a bilingual questionnaire which elicited information about their background, course preferences, and the kinds of skills they might be interested in learning. Off-campus resources were also involved in creating the program. Community services for potential students, such as churches, resettlement agencies and social welfare groups were contracted to publicize the project. To make the program as relevant as possible to the real working world, instructors and course developers interviewed people connected with the construction business — tradesmen, union representatives, contractors, and customers.

Using this information, program designers outlined the available resources and the goals of the program, and developed a course outline drawing from all appropriate sources, both community and academic, to provide the skills the students need to succeed in the American construction business. This program, and the methods used to develop it, offers facilitators a practical look at how essential components of an LEP vocational program can be addressed:

- Job-related vocabulary focuses on essential concepts such as safety, understanding instructions, basic technical terms and related material.

- The program shows an awareness of the need for cultural competency as well as language skills, and develops an understanding of American cultural expectations in the workplace.

- Vocational and ESL instructors collaborate to develop a comprehensive program for addressing students' English and vocational training needs.

- The program actively seeks involvement of the world beyond the classroom and draws on community services, cultural organizations, and the vocational field itself to make the program practical and relevant.

PAVE's session on curriculum development in LEP vocational programs closes with a review of the qualities of a successful instructor in a typical program, as outlined in a training needs assessment developed by Kate Sile on Project CBS. **[fig.13]** Keeping in mind those issues instructors must consider when adapting their classroom methods and teaching styles for the benefit of LEP students, facilitators learn that the ideal LEP vocational instructor:

- adapts texts for simplicity, logic and visual clarity;
- provides supplemental materials as needed for extra support;
- speaks clearly and moderately, using short sentences and repetition of key vocabulary;
- uses native language support as needed through translated materials or bilingual aides and tutors;
- uses concepts of cooperative learning to encourage teamwork, interpersonal skills and active participation;
- makes test-taking a learning experience through practice-testing, retesting and eliminating time constraints;
- encourages awareness of cultural factors that can affect success at school and on the job.

FIGURE 13

INSTRUCTOR TRAINING NEEDS ASSESSMENT
TEACHING STUDENTS WITH LIMITED ENGLISH SKILLS

Please circle the answer that applies to you.

ADAPTING AND DEVELOPING MATERIALS

1. I modify text to simplify vocabulary and sentence structure.

   Never Sometimes Usually

2. I add visuals to clarify text

   Never Sometimes Usually

3. My handouts present information in a logical order.

   Never Sometimes Usually

4. My handouts use format and print style to increase visual clarity.

   Never Sometimes Usually

5. I provide supplemental materials which clarify and expand on the textbook and my lectures.

   Never Sometimes Usually

SIMPLIFYING ORAL INSTRUCTION

6. I speak clearly and at a moderate speed.

   Never Sometimes Usually

7. I speak in short, structurally simple sentences.

   Never Sometimes Usually

8. I keep terminology constant to avoid too many alternative expressions and slang.

   Never Sometimes Usually

Adapted from material developed by K. Silc, Project CBS.

9. I use visual aids.

Never Sometimes Usually

10. I ask comprehension questions during the presentation

Never Sometimes Usually

USING NATIVE LANGUAGE SUPPORT

11. I have key concepts and main ideas translated.

Never Sometimes Usually

12. I have glossaries translated.

Never Sometimes Usually

13. I use bilingual support (tutors, peer tutors, aides).

Never Sometimes Usually

COOPERATIVE LEARNING

14. I use pairs and teams to provide cooperative learning experiences in my class.

Never Sometimes Usually

15. I teach interpersonal and group skills by modeling them and providing practice.

Never Sometimes Usually

16. I assign roles and provide instructional materials that promote interdependence.

Never Sometimes Usually

17. I insist on active participation and monitor individual accountability.

Never Sometimes Usually

TESTING STRATEGIES

18. I provide exercise and practice using test format to teach test-taking skills.

Never Sometimes Usually

19. I eliminate time constraints.

Never Sometimes Usually

20. I provide frequent check points prior to test.

Never Sometimes Often

21. I clarify my expectations.

Never Sometimes Often

22. I allow for retesting.

Never Sometimes Often

RESPONDING TO CULTURAL DIFFERENCES

23. I am aware of cultural differences relating to time, distance, teacher-student roles, etc.

No Somewhat Yes

24. I understand that certain gestures are offensive to other cultures.

No Somewhat Yes

25. I am aware that culture can determine students' expectations for the class.

No Somewhat Yes

In order to help us plan future workshops of this type, please prioritize the training topics below according to their importance to you. Assign #1 to the topic you feel you <u>most</u> need training in; rank the others accordingly with #6 for the topic you feel is least important or urgent.

_____ Adapting and developing materials

_____ Simplifying oral instruction

_____ Using native language support

_____ Cooperative learning

_____ Testing strategies

_____ Responding to cultural differences

OTHER COMMENTS/SUGGESTIONS (continue on back of sheet if necessary):

PART FIVE:

PROGRAM EVALUATION

PART FIVE: PROGRAM EVALUATION

Evaluation is a key component of program development, and program evaluations perform a number of useful functions. Most obviously, a final evaluation can reveal both successes and failures, and offer lessons for future program development. Also, evaluations conducted throughout the course of a project can ensure that the program is on track and allow for mid-course corrections. Not only that, evaluation is an issue that has to be addressed in proposals submitted to any funding sources; a means for objectively measuring results is part of the overall plan for program change. Likewise, the capacity for conducting a comprehensive evaluation of PAVE-sponsored activities on a campus helps to make the program an institutionalized part of the campus rather than a limited project with little permanence or accountability.

TYPES OF EVALUATION

A complete evaluation instrument can take a variety of forms. Generally speaking, though, whatever the format, evaluations perform two distinct functions: assessing the process and/or the product of a program.

Process (or formative) evaluation, as its name implies, focuses on the ongoing conduct of a program. This kind of evaluation might serve to clarify the original objectives of the program which were set out in response to an initial assessment of the program's strengths and weaknesses. It can also reveal whether the project is proceeding on track and making the most appropriate use of its components and resources.

Product (or summative) evaluation, on the other hand, just as obviously suggests an end-stage activity. This component of the complete evaluation assesses the outcomes of the project: Did it achieve its stated objectives? In what ways did it succeed in light of its original intentions? How are these accomplishments directly related to the design and conduct of the program?

Both aspects of program evaluation need to be built into the project from the

beginning. Facilitators and their working groups, as they identify areas needing improvement and outline ways to bring about change, need to keep in mind ways to evaluate the process of working towards PAVE goals and the results of their activities.

CREATING AN EVALUATION INSTRUMENT

Heide Spruck Wrigley has designed a series of materials **[fig.14]** to introduce PAVE facilitators to the evaluation process and guide them through all stages of developing an effective evaluation instrument, from inception to dissemination.

The starting point for evaluation is the initial needs assessment. At the outset of PAVE training, facilitators meet with their campus work groups to assess existing programs and to identify areas needing improvement. From this assessment, the group formulates and prioritizes needs. Based on this needs list, group members then identify a set of specific project goals and subgoals, and develop the program accordingly.

Having targeted areas for improvement and identified strategies to effect change, facilitators then turn to formulating a framework for the evaluation process — one which will take into account not only the goals of the project, but also the focus(es) of the audience(s) this evaluation report will eventually reach.

FOCUSING AND LIMITING THE EVALUATION

To determine what shape the evaluation will eventually take, it is necessary to first bring it into focus by defining its scope and audience. Who needs to know about the results? What kinds of decisions will they make based on the information supplied? Are they already familiar with the project? What expectations and preconceptions do they have about it? Readers with different interests and agendas will expect different things from a project evaluation: administrators may have concerns not shared by teachers, and funding sources may have had limited contact with the day to day operation of the project. Recognizing this, PAVE evaluations are aimed at multiple audiences from all areas touching the project; therefore, facilitators need to address their reports to more than one audience.

FIGURE 14

WORKSHOP ON EVALUATION FOR PAVE PARTICIPANTS

Goal of the Workshop: To develop a framework that participants can use to

* set evaluation goals
* articulate evaluation questions
* identify data sources
* document what has happened during the course of the project
* describe results
* suggest further directions

PRELIMINARY AGENDA OUTLINE:

1. Overview
   Why evaluate?

2. Goals and Subgoals
   What are you hoping to accomplish through your project?

3. Models of evaluation (experimental vs. naturalistic; product orientated vs. process oriented; mixed models/triangulation)

Developed by Heide Spruck Wrigley, Aguirre International

BUILDING A FRAMEWORK

1. **Focus and Limitations**

   a. Who is the audience for your evaluation? What do they want to know? What are their biases, interests, abilities? Are they willing to be "educated"?

   b. Who is your evaluator? What are biases, interests, abilities?

   c. What are time, money, personnel, and political constraints?

2. **Problems/Needs/Goals**

   a. What needs is your project responding to? What are you hoping to accomplish? What is your major goal? What are your minor goals?

   b. What are you trying to impact/change/improve through your project?

   c. What are you doing to achieve your goals? (Activities/process/implementation)

3. **Expected Results (outcomes/products)**

   Based on your goals and activities, what results do you expect from your project?

4. **Evaluation Questions**

Based on your goals, activities and expected outcomes what questions/concerns should your evaluation help answer?

Potential Questions:

Practical Questions:

Necessary Questions:

Essential Questions:

5. **Data/Information Sources (people, documents, reports)**

a. What sources could you consult to find answers for your evaluation questions?

b. Which sources are the most important? Which sources would provide you with the most useful information?

Potential Sources:

Practical Sources:

Essential Sources:

6. **Methods for gathering data and information**

What methods could you use to collect data and information?

7. **Data Analysis**

Given our needs and goals, what do we want to look for in the data we collect? What categories can we set up to examine our findings? (e.g.,changes in behavior, changes in attitude, heightened levels of awareness, increased knowledge, increased levels of participation?).

8. **Expected and Unexpected Results**

a. What results were planned for? Was the outcome attributable to our plan and our activities, or were the outcomes incidental? What were the unexpected outcomes?

b. What findings were disappointing? What did not happen and why? What factors may have contributed? What barriers could not be overcome?

9. **Policy Implications/Unmet Needs**

a. What have we learned? What does it mean for our campus? In what direction should we continue? What do we need to change?

b. What have we not looked at? What have we failed to consider? Where are our greatest needs now and how can they be met?

10. **Reporting/Dissemination**

a. Given our audience, how should the evaluation results be reported and presented? (e.g. full report, including background statements, methodology and findings? Summary page?)

b. What level of content specificity, language sophistication and document format would be most suitable for both the evaluator and the audience? (Lots of details vs. highlights; jargon vs. laymen's terms; should the text be dense with lots of passive construction or loose and written in the first person; should the document look "academic" (lots of dense text) or "user friendly" bullets, break outs, headings; should it include illustrations such as charts, graphs, scales - assuming data is quantifyable).

SUMMARY OF DISCUSSIONS

What will be the focus, content and format of your evaluation? Outline the chapter headings of your final evaluation report.

ESTABLISHING THE FRAMEWORK OF THE EVALUATION

Once facilitators have determined what kind of evaluation is most appropriate, and who will need to know the results, they can turn to developing the framework of the evaluation itself.

Keeping in mind the goals and intended outcomes of the LEP vocational education programs being implemented, facilitators then focus on the questions and concerns that the evaluation should address. Following Wrigley's outline, they prepare a list of issues, ranking them from the *potential* — questions which could be answered by the evaluation but are not central to the program's future — to the *essential* — those questions which must be addressed in the interests of the program's success.

Once this working set of questions has been established, the next step is to determine how they can best be answered: What are the best sources of information and data? Again, these sources are ranked, from potential sources of information to essential ones.

Not only must evaluation planners identify potential sources of information, they must also determine how best to collect this material, and what kind of data-gathering techniques might be most efficient.

USING DATA EFFECTIVELY

At this point in planning an evaluation, facilitators need to consider how the collected data will be analyzed. In light of the evaluation goals which were identified at the outset, facilitators and other planners will need to look beyond information gathering, to information processing. They must determine what they want to learn from the data, and how best to classify it for maximum results: What criteria will best serve the needs and goals of the project?

The end of an evaluation needs to be kept in mind from the initial planning stages. This kind of linear planning also allows facilitators to anticipate the results of the evaluation and to check them against the projected outcomes of the project. But while some results will emerge as direct outgrowths of planning, others may be completely unexpected. It may be these *unanticipated outcomes* that yield greater insight into how well the project is working. With that in mind, PAVE facilitators

are encouraged to analyze both the expected results of the evaluation and those that were not anticipated at the outset.

Once the data have been analyzed, evaluators must consider the implications of the results in light of the original needs assessment: Are these needs being met? Have new, anticipated needs arisen, which should be addressed over the course of the program? What has been learned from the evaluation, and what does this information imply for the future of the project?

REPORTING THE RESULTS

The final stage of program evaluation is dissemination: reporting the results to the target audiences. At this point, facilitators turn again to their original projections about the evaluation's readership, in order to determine the best format for presenting the data and its implications to that audience. Issues ranging from the level of language and the nature of the report's content to the physical appearance of the document itself will need to be addressed.

In reporting evaluation findings, facilitators will need to make a variety of decisions, both small and large, with the intended readership in mind: Should the findings be accompanied by background information and explanations for the benefit of readers unfamiliar with the day to day operation of the program? Or can the results be understood without added context? Language formality is also a consideration, as facilitators plan the dissemination of the evaluation. For example, an informal progress report for those directly involved with the project will call for a casual, direct style that would be inappropriate for presentation to the funding source. This kind of planning also requires some thinking about illustrations, graphs and other visual aids to help readers get a clear picture of the data, and any other ways to make the evaluation report user-friendly, depending on the users.

Once facilitators have worked through the essential stages of planning and conducting an evaluation, they apply their knowledge of the evaluation process to their own programs. Guided by the outline **[fig. 15]** facilitators develop their evaluation report's focus, content, and format suitable for summarizing the PAVE-related activities on their campuses.

FIGURE 15

PAVE PROJECT

EVALUATION REPORT

I. List of needs for changes as identified by you and campus work group:

II. List of identified needs which were addressed to some degree:

A) Discussion of how the need(s) was/were addressed.

B) Documentation of how the need(s) was/were addressed.

C) Analysis of the documentation.

D) Implication(s).

III. List of identified needs which were not addressed:

A) Discussion of why the need(s) was/were not addressed.

B) Implication(s).

IV. Suggestions/Recommendations:

REVIEWING EVALUATION SAMPLES

The PAVE facilitator training session on evaluation closes with a review of general guidelines for planning evaluation instruments, and how they relate to the specific concerns of PAVE-supported LEP vocational education programs. Using sample evaluations reflecting issues that affect LEP vocational training programs, facilitators work through the four essential stages of the evaluation process: conducting an initial needs assessment, developing an appropriate evaluation instrument, implementing the evaluation, and analyzing and disseminating the results. The sample evaluation clearly states PAVE's orientation: "These things happened because of the implementation of PAVE activities on this campus." **[fig. 16]**

This model evaluation presents some possible outcomes of a PAVE-supported program, and reminds facilitators that PAVE's contribution to the outcome needs to be a focus of the evaluation, such as: "Peer study groups were formed"; "Tests were adapted to meet the needs of LEP students"; "Workshops were offered to instructors...", and so on. By listing examples of specific outcomes of program activities, the evaluation guide offers a specific look at what kinds of results can emerge, and how to present them in evaluative terms.

Likewise, the sample demonstrates documentation of a negative impact: Because a given activity did NOT take place, certain outcomes can be either directly documented or anticipated. For example, "Because no funding was available to offer inservice workshops for instructors, they will need training on LEP issues"; "Because information on counseling services is not available in students' native languages, they are unable to take advantage of all the assistance available". By examining specific outcomes on both the positive and the negative sides, facilitators become aware of the range of possibilities to consider when analyzing the implications of the evaluation results. Finally, facilitators learn how to respond to implications of these outcomes — the "So what?" that points the way to future action.

Program evaluation is an essential part of implementing PAVE-sponsored changes in LEP vocational training; it allows facilitators to track the progress of their project, justify funding, make changes and document results. At the conclusion of this part of their training, facilitators will have acquired the tools they need to plan and develop an effective evaluation instrument that will meet the specific needs of their program throughout all the stages of its implementation.

EVALUATION GUIDE--IN PHASES FIGURE 16

I. **Needs Assessment**

-forming campus work group
-adopting/adapting needs assessment instrument to use with campus work group
-conducting needs assessment with work group
-identifying need(s) for change(s) with work group
-prioritizing identified needs
-list of prioritized identified needs
-suggestions for modifying needs assessment instrument

II. **Implementation**

-planning activity(ies) to address identified needs--meetings, phone calls, etc.
-gaining approval for planned activities
-gaining support/co-workers for implementation
-delegating/assigning work for implementation

III. **Results**

"These things happened because of implementation of PAVE activities on this campus"

eg. -formation of peer study group for vocational LEP's
-adaptation of vocational test(s)
-presentation of series of workshops for vocational instructors
-hiring of a bilingual counselor
-leveraging funds for any of the above or any other activity
-change in behavior/attitude
-heightened awareness of the issues
-curricular change(s)

PAVE/Laura Franklin

IV. So What

"Because these things happened, the following impact(s) on LEP students in voc programs are anticipated/have been documented:"

eg. -LEP sts in voc peer study groups will have better success in voc classes

-LEP sts will have better understanding of adapted vocational tests and thus be better able to demonstrate their knowledge

-LEP sts will have better understanding of vocational instruction which has been adapted by instructors participating in workshops

-LEP sts will have better awareness of available counseling services when information is provided in their native language

-Improvements in access to voc ed for LEP's will be longer-lasting when funds are leveraged to allow institutionalization

-Changing attitudes/behaviors of college staff will improve their understanding and acceptance of LEP sts

-Heightened awareness of the issues concerning LEP sts on the part of college staff will lead to changing attitudes/behaviors

-Curricular changes such as implementation of orientation or bridge courses for LEP sts will promote better access to and success in voc programs

V. Documentation

PART SIX:

PRINCIPLES OF CHANGE AGENTRY

PART SIX: PRINCIPLES OF CHANGE AGENTRY

By working to bring substantive improvements to existing programs for LEP vocational students on their campuses, facilitators act as PAVE's agents for change. So, to prepare them to deal as effectively as possible with all parties involved in developing a program, PAVE introduces facilitators to specific strategies for implementing change — principles derived from the study of successful change processes in business and industry.

Although college campuses are not entirely analogous to the business world, the role of the change agent, and the stages of the change process, can be viewed as approximately equivalent. Thus, to help new PAVE facilitators become more comfortable and effective in their role as change agent on their home campuses, PAVE's training session on change agentry surveys the mechanism of institutional change and the issues associated with it, drawing from materials produced for the American Society for Training and Development's (ASTD) Info-Line series of training materials, as well as handouts on related issues.

In order to successfully implement change, facilitators must first understand the nature of change itself, and the forces that impel a break with the status quo. In "**Managing Change: Implementation Skills,**" an Info-Line publication used extensively for this component of PAVE training, change is presented as a process initiated only when all parties are convinced that the present state of affairs is more painful than the pain of moving to a new situation. The change agent's task is to demonstrate that the current position is untenable, and to help all those affected by the change to endure the uncertainties of the transitional period which leads to a new situation. One of the tasks of the facilitator, then, is to demonstrate that the existing LEP vocational education services are inadequate in meeting student needs, and to show the cost to both students and school of maintaining the status quo: lower success rates, dropping enrollment, and so on.

PLAYERS IN THE CHANGE GAME

"Managing Change..." identifies four critical roles in the change process: **sponsor**, **agent**, **target** and **advocate**. Each role plays a part in creating conditions for

successful change, and the facilitator needs to understand the responsibilities and limitations of each one. **[fig. 17].**

Sponsors legitimize change. They fill the top slot of the change hierarchy. Sponsors may be managers, supervisors or department heads, deans or presidents—anyone who has the authority to make changes "official". In most organizations, the change process involves two types of sponsors: *initiating* and *sustaining*.

As the name suggests, an **initiating sponsor** has authority to sanction change. This individual has the power within the system to allocate resources to accomplish the change, though he or she may not have originated the actual idea for change — an idea more likely to arise from the efforts of *advocates* and *agents*. Once the change has been formalized, the process is supported by **sustaining sponsors** — the mid-level authorities who manage the specifics of the change process and legitimize it on a more localized level; in education they are department heads, committee chairs and so on. This "cascading" system of sponsoring change ensures that the commitment to change is consistent throughout all levels of the organization or institution.

Effective sponsors at all levels must understand the scope of the change: How many people will be affected, and how much of the existing structure will be altered? They must also determine what resources are needed and how to allocate them to bring about the desired change. PAVE facilitators, therefore, may need to supply information regarding resources that are needed for improving instruction for LEP students so the sponsor can fully understand the situation. Sponsors must also implement a system of consequences to encourage change: a program of rewards for carrying objectives forward, as well as penalties for failing to achieve the stated goals. For example, a department might offer release time to faculty who take on additional duties, or threaten funding and staffing cuts if changes are not made. In order to do this effectively, sponsors will also need to monitor the change process and identify any problems that impede progress.

The **agent** bears direct responsibility for actively carrying out change, and it is this role that the facilitator fills in PAVE's efforts to improve campus offerings for LEP students. Agents work with sponsors to bring change to the identified targets — for the purposes of PAVE, existing instructional programs and support services.

According to "Managing Change...", agents need to project self-confidence, competence and credibility. They should be creative, results-oriented and willing to take the initiative during these periods of confusion and uncertainty that occur during the transition stages. Since agents themselves have little direct power to sponsor change, they need skill in using the existing power structures in the organization for maximum advantage. Facilitators, then, need to develop their ability to work with administrators, funding sources, and other organizations to bring about the desired results.

Targets are those agencies, departments, programs and individuals that undergo change. As recipients rather than initiators of change, their role may be largely passive, but their willing participation increases acceptance of the change. For PAVE facilitators, targets might be the LEP vocational courses themselves, the instructors, or the vocational education program in general; faculty and staff in these programs who are willing to support change enhance the effectiveness of the change agent's efforts.

Advocates play an intermediate role, endorsing change but unable to sponsor it. It is the advocate's task to define what kind of change is needed and how it might be measured. Almost anyone involved in the project can become an advocate of change: instructors, deans, counselors and others on campus can all recognize and promote the need for change; certainly the PAVE facilitator acts as both advocate and change agent. Successful advocates, like agents, need to be results-oriented, assertive, and focused on the goals of the change process; their efforts are directed toward promoting acceptance of the need for change.

IMPLEMENTING CHANGE: PAIN MANAGEMENT

Research on implementing major changes on an institutional level shows that change usually comes about when the cost of maintaining the status quo is too high and brings with it too much pain. So, to encourage change in the LEP programs on their campuses, PAVE facilitators are introduced to the principles of pain management.

Pain management proponents point out that many people may not realize that change is a process, not a single event, and so the transition from present to future

reality may frighten or alienate participants in the change. "A significant change will be accepted only if it is proven to those affected that the present way of doing things is more painful than the pain that accompanies transition. The pain of the present is the prime impetus for movement into the future." (Managing Change, p. 3) That means agents need to keep applying "pain" — reminders of the cost of not changing — throughout the entire change process.

The "Transition State" itself is explored with the facilitators to prepare them for this inevitable and possibly lengthy stage in their change efforts. [fig. 18] Facilitators may already be in a transition state without realizing it as a result of previous work towards change; thus this discussion can often offer an explanation for existing situations replete with stress and conflict.

BARRIERS TO CHANGE

Even if a good decision is undertaken with careful planning and implementation, the facilitator/agent may still encounter obstacles. To prepare these change agents for dealing with resistance to the change process, PAVE includes materials on the most common barriers to successful change.

Facilitators learn that change will not flourish in an atmosphere of skepticism, low tolerance of risk-taking, or poor communication and follow-through. Likewise, efforts to change are likely to be unsuccessful if participants see no consequences — either positive or negative — for carrying the process forward. And if resistance is not anticipated and addressed from the outset, efforts to implement the change might be sabotaged.

As change agents, facilitators need to develop specific strategies to set the desired change in motion and keep it in motion during the often difficult transition period. To make sure that the change process encounters the least resistance, and to manage the friction that might arise among those involved, facilitators also review and practice communication skills which can help to defuse opposition.

Facilitators learn how to deal with rejection, manipulation and criticism while remaining focused on their goals. Role playing and training scenarios involving facilitators and administrators help to develop strategies for responding assertively

in a variety of situations, and examine ways in which good listening skills promote empathy and cooperation. Rounding out the communication skills that are relevant to the change process is a look at effective ways to make requests and to refuse them diplomatically.

CREATING CHANGE ON CAMPUS

Since the principles of change agentry presented in this portion of PAVE facilitator training are drawn so heavily from business and management, facilitators also learn how these concepts are specifically applied to the world of education.

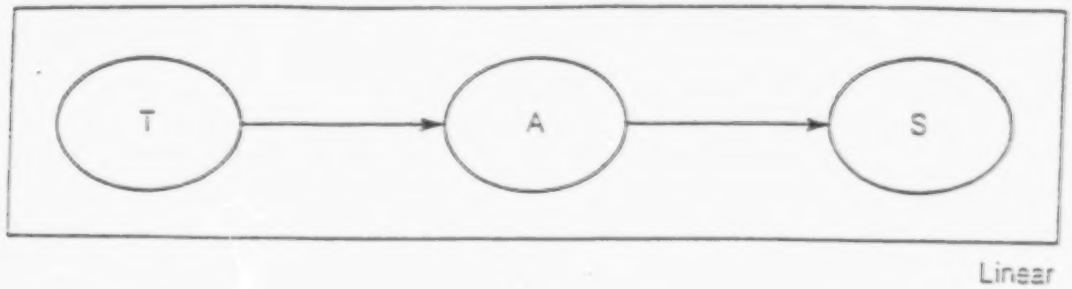
This portion of PAVE facilitator training includes supplemental materials that link business-based theories of change agentry to instructional programs and their hierarchies. For example, since PAVE facilitators are faculty members at their institutions (a key factor in PAVE's success), they bring an insider's familiarity with faculty concerns to instructional innovation. This direct experience helps them to apply in practice such theoretical principles as applying "pain" and devising incentives — for example, offering instructors a stipend or release time as an incentive to get involved in program development, or documenting a drop in enrollment if students' needs continue to be poorly addressed.

Likewise, facilitators can find sponsors in supportive administrators and department heads. Similar parallels can be drawn for other theoretical aspects of pain management and change agentry. In this way, facilitators learn to consider these concepts from the perspective of their own situations and needs, and they gain insights into how to apply the concepts when they return to their own campuses as PAVE's agents of change.

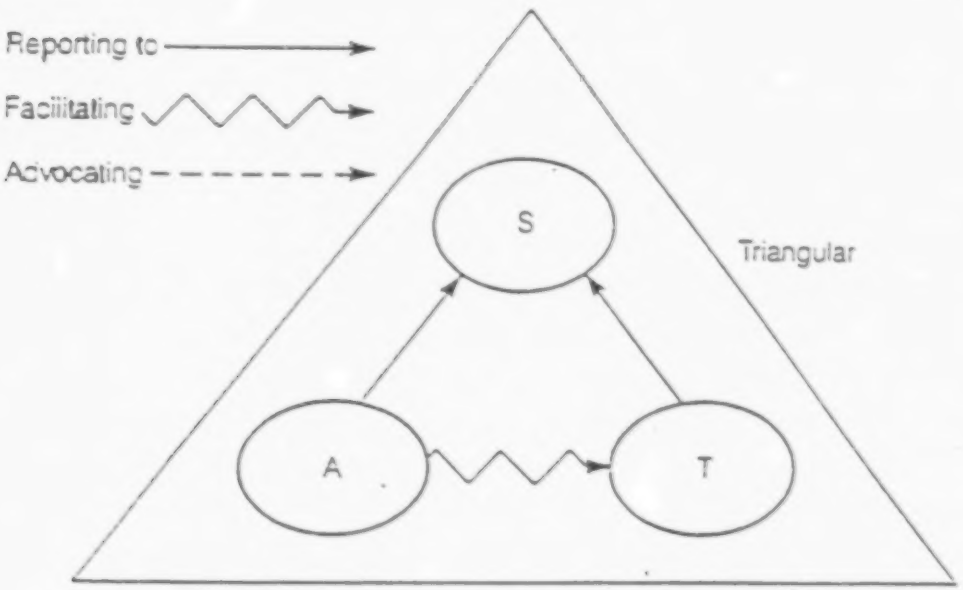
CRITICAL ROLES: THREE BASIC RELATIONSHIPS

FIGURE 17

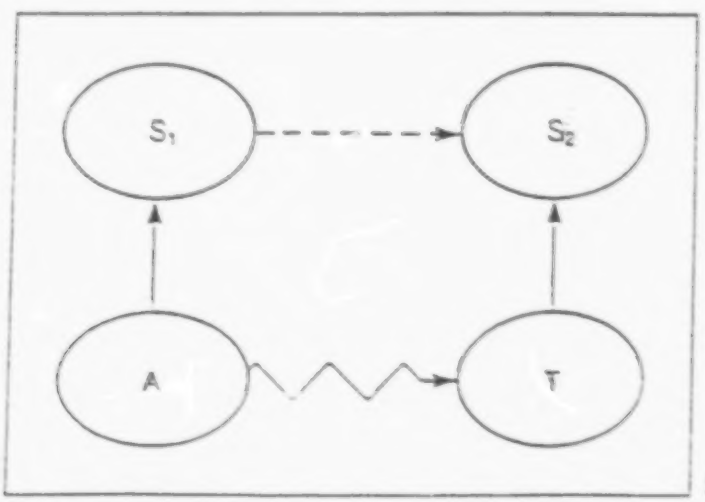
"Managing Change: Implementation Skills", INFO-LINE, American Society for Training and Development



Linear



Triangular



Square

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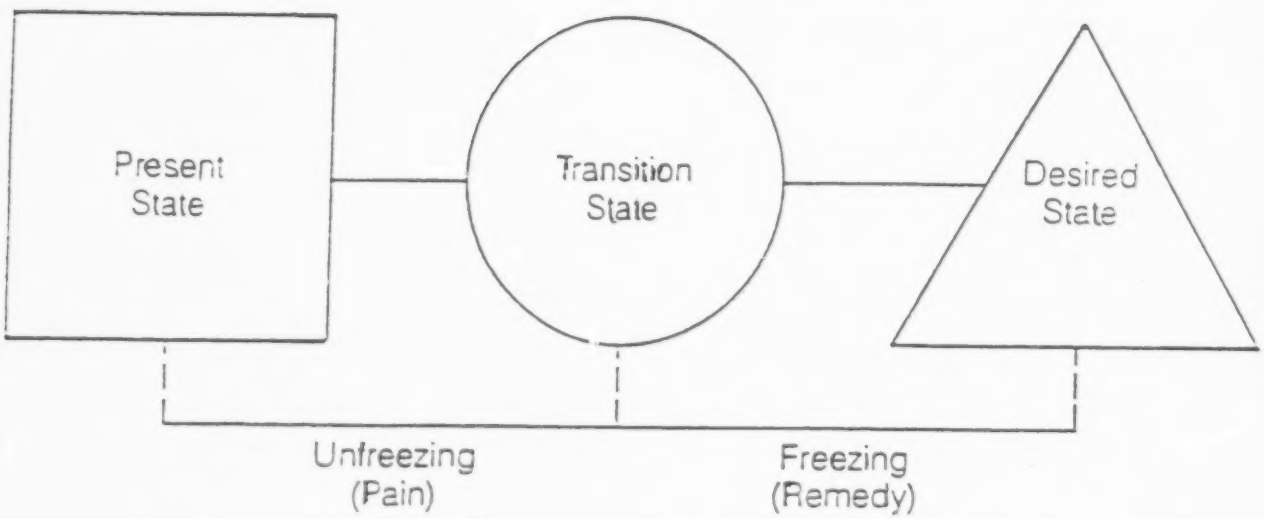
TRANSITION STATE CHARACTERISTICS

FIGURE 18

"Managing Change: Implementation Skills",INFO-LINE, American Society for Training and Development



Characteristics of a transition state include—

- Low stability.
- High emotional stress.
- High, often undirected energy.
- Control as a major issue.
- Highly valued past patterns of behavior.
- Increased conflict.

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PART SEVEN:

RESOURCES

PART SEVEN: RESOURCES

So now that you have some ideas about how to better serve your institution's LEP vocational students, you need some money and materials, right? This is the section of the manual that many of you probably turned to first but unfortunately is the most difficult to compile. There is a danger of outdating this text before it reaches the readers by including too much detailed information about what is available because funding programs often change quickly; however, too little information will disappoint you. The other slant on the funding information here is that PAVE's experience has been exclusively in California's community colleges, so many of the suggestions on where to look for funds refer to our system with the hopes that if you are in other states or systems you can find equivalents or likenesses.

Funding Resources

PAVE's facilitators have been most successful garnering funding from VATEA (Vocational and Applied Technology Education Act) funds (also referred to as "Perkins" for Carl Perkins, the original author of the legislation) and Title III "Strengthening Institutions" grants. This is not to say that grant proposals are written solely for PAVE-related activities, but rather, the PAVE facilitators have participated in their campus' grant-seeking processes (often done via committees or task forces) to secure some of the funding awarded to their colleges for improving services for LEP vocational students. Therefore, it is actually an internal process that becomes important although the funding source is external to the college.

Facilitators have used such funding for a variety of activities including curriculum development for new vocational ESL courses or "bridge" courses; development of basic skills courses or components of existing courses with emphases on vocational content or job preparation; development or enhancement of learning laboratories with resources focusing on communication skills needed in vocational training or the workplace; and inservice workshops for both vocational and ESL faculty.

Tech Prep is another program under the VATEA umbrella of programs that PAVE facilitators have found themselves involved with. Although there is no specific emphasis within tech prep on serving special populations, all of the *VATEA programs are intended to serve all students* including those representing special populations such as the LEP. Therefore, this program could fund some PAVE-type

activities such as integrating vocational and academic curricula (ie. vocational + ESL).

Another possible source of funding is JTPA (Job Training Partnership Act). These funds are administered through Private Industry Councils (PICs) which direct funds according to their service delivery areas (SDAs). Again, although there is no directive to serve LEPs within this program, LEP students may certainly participate in JTPA-funded programs if they meet eligibility criteria. It is unlikely, however, that these funds can be used for teacher training.

In California, the community colleges' Chancellor's office also funds a variety of projects funded by several state and federal sources channelled through the Chancellor's office which publishes an annual guide to funding programs. This guide indicates the purpose of each program and approximate application dates. Although the populations to be served are often very narrowly defined, some programs, such as the Fund for Instructional Improvement, are quite broad in scope and could fund any number of student or instructor training activities.

What To Spend It On

As PAVE is an inservice training project, I cannot emphasize strongly enough the importance of incorporating a faculty training component into any effort to improve instruction and support services for LEPs. At the very least, a joint session which brings together the ESL and vocational faculty should be a requisite part of any PAVE-related plans. Many of the PAVE colleges discovered this type of activity had never been done prior to their participation in PAVE, and the discussion at such a gathering often led to the development of further inservice training sessions. Campus and state staff development funds (in California's community colleges: AB 1725 funds) are also worth looking into for such training.

Bilingual Vocational Education

The BVE program has been eliminated completely from the federal budget. The trend in Washington DC these days leans toward broad programs which are intended to serve all students and away from special programs which are intended to serve particular constituencies. This means that in order to improve instruction and support services for LEP vocational students, funding from such sources as VATEA/Perkins, School to Work, and Tech Prep will gain even more relevance for

serving our LEP vocational students.

For More Information About Funding

Obviously the above is by no means an exhaustive list of funding sources, but rather some insight into how we have been able to fund some of what we have done. The following are suggestions for doing further research into potential funding sources:

Information On-Line — Electronic bulletin boards and the Internet are making more information available to you more quickly if you have access. The U.S. Department of Education's "Ed Board" lists grant and contract opportunities by office (ie. Office of Vocational and Adult Education, Office of Post-Secondary Education, etc.) and by date of availability. You can also search all current announcements or see a forecast of possible upcoming contracts. You can reach them by phone at (202) 708-8773 for more information or dial Ed Board directly via modem at (202) 260-9950.

If you have access to Internet, you can do keyword searches in the Catalog of Federal Domestic Assistance (A hard copy can be requested from the Government Printing Office by calling (202) 783-3238).

The California Community Colleges have an "Infonet" electronic bulletin board containing information and announcements from the Chancellor's office, EdNet (the Economic Development Network), and numerous statewide associations such as the California Community College Association of Occupational Education (CCCAOE).

Publications — The Government Printing Office also publishes the Guide to U.S. Department of Education Programs which lists by office brief descriptions of grant programs and their contact phone numbers for more information. Call (202) 783-3238 to request a free copy.

The National Council for Resource Development (NCRD) in Washington, DC publishes Federal Funding to Two-Year Colleges on an annual basis. There is a fee for this publication which can be requested by calling (202) 728-0200. NCRD also has regional directors at community colleges across the country and hosts regional and national conferences; ask them for a contact in your region.

The Federal Funding Guide for Language and International Education compiled by the Joint National Committee for Languages is available for $12.95 from the National Textbook Company in Lincolnwood, Illinois. The guide is updated annually and "is a compilation of the various programs established to provide federal funding for foreign languages, international/area studies, English as a second language, literacy programs, and international business education."

Materials

The references cited in this manual as well as all of the other resources which have been collected during the four years of the PAVE Project are listed at the end of this chapter. Because PAVE activities are cross-disciplinary and encompass a variety of fields, the resources are categorized under the following headings: Bibliographies, Bilingual Vocational Training, Community Colleges, Evaluation, Funding, Instruction and Teacher Training, National Center for Research in Vocational Education (NCRVE) publications, Research, Student Texts, Testing, U.S. Department of Education, VATEA, and Workforce/Workplace Literacy. The list also includes numerous journals and periodicals pertinent to the project's work.

Clearinghouses

The Outreach and Technical Assistance Network (OTAN) has established a VESL/Workplace Clearinghouse housed at the San Diego Continuing Education Centers. They publish a catalog which lists materials developed by adult education agencies throughout the U.S.; the materials, therefore, are most appropriate for adult education and other non-credit programs and courses. Copies of the materials listed can be obtained for a nominal fee. They also provide this catalog and other relevant information on-line via subscription to their computer network. Phone (619) 265-3458 to request a copy of their catalog.

Both the NCRVE Materials Distribution Service and the Curriculum Publications Clearinghouse are located at Western Illinois University in Macomb, Illinois. NCRVE can be reached by phone at (800) 637-7652 or by Internet at msmds@uxa.ecn.bgu.edu. CPC's phone number is (800) 322-3905.

Technical Assistance for Special Populations Program (TASPP) through NCRVE at the University of Illinois does research and keyword searches through their database of resources. Phone (217) 333-0807 or e-mail maddyber@uiuc.edu.

The ERIC Clearinghouse on Adult, Career and Vocational Education at Ohio State University in Columbus is one of sixteen ERIC Clearinghouses. Services include: research, on-line searches, microfiche or paper copies of maaterials, referrals, training, workshops, and monthly reference publications. Access ERIC/ACVE by phone at (800) 848 4815 or Internet at ericacve@magnus.acs.ohio.odu.

Finally, the Adult Learning and Literacy Clearinghouse at the U.S. Department of Education updates their Bibliography of Resource Materials quarterly. Single copies of all items listed in the bibliography can be obtained free of charge. For a print copy of the bibliography write to the Division of Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Ave., S.W. Washington DC 20202.

Other On-Line Resources

New electronic networks are popping up all over the information superhighway. Several from various fields including vocational education, ESL, literacy, adult education and bilingual education have bulletin boards, on-line discussions and occasionally listings of materials that pertain to serving LEP vocational students. A few such networks are listed below along with their e-mail address or modem-accessible direct dial numbers for becoming a member/subscriber. Those listed have subscriptions free of charge as of this writing.

* **NCBE-CIS** (National Clearinghouse for Bilingual Education):(800) 752-1860 via modem.

* **TESL-L** (Teaching English as a Second Language): dial (212) 772-4290 via modem or e-mail listserv@cunyvm.cuny.edu. This network also has a literacy branch: **TESLIT-L**.

* **VOCSERVE** (through NCRVE): dial (510) 643-6793 via modem.

PAVE

PAVE RESOURCE LIST

The materials listed have been acquired for use by PAVE staff during the past four and a half years. They have been categorized here in hopes of Promoting Access to Vocational Education for LEPs in other programs.

PAVE RESOURCES
1990-1994

BIBLIOGRAPHIES

Bibliography of Resource Materials (January 1993). Adult Learning & Literacy Clearinghouse, U. S. Department of Education: Washington, D. C.
This provides a listing of articles and publications that either deal directly with the State-administered adult education program funded under the Adult Education Act, as amended by The National Literacy Act of 1991, or provide support to adult educational and literacy activities.

Imel, Susan. Selected Bibiliography of Resources on Workplace Literacy. ERIC Clearinghouse on Adult, Career, and Vocational Education. Columbus, OH.

OTAN(Outreach and Technical Assistance Network)(1994). VESL/Workplace Clearinghouse Catalog. The San Diego Community College District, Phone: (619)265-3458, FAX: (619)265-3470, San Diego, CA.
"This catalog lists materials developed by adult education agencies throughout the country. These materials were developed with public funds for students who need to quickly prepare for employment."

VESL Resources. A Guide to Instructional Resources for Vocational English As A Second Language (1988). Clevesy, Rebecca and Nick Kremer, El Camino College, Torrance, CA.
This is a resource list to help vocational English as a Second Language and learning center instructors identify and obtain materials that will help their limited-English proficient students succeed.

BVT (BILINGUAL VOCATIONAL TRAINING)

Bradley, Curtis H., Patricia A. Kilian and Joan E. Friedenberg (1988). Employment Training for ....Limited English Proficient Individuals: A Manual For Program Development.

Cichon, Donald J., Charles M. Harnes and Cynthia J. Gimbert (Dec. 1987). Promoting Local Adoption of a BVT Model: Final Report of the Training and Technical Assistance Project. Research Management Corporation, Dover, NH.
BVT is an instructional and program model for providing short-term skill training to LEP adults, a model which teaches vocational skills concurrently with job-specific ESL and which incorporates some means of using the native language in vocational instruction as a transition into English proficiency.

Fleischman, Howard L., Gerald C. Hanberry and Charlene Rivera (Dec. 1987). Evaluation Guide for Bilingual Vocational Training. Development Associates, Inc., Arlington, VA.

Friedenberg, Joan E. and Curtis H. Bradley (1984). Instructional Materials for Bilingual Vocational Education. Harcourt Brace Jovanovich, Publishers, Orlando, FL
Purpose is to assist vocational instructors and job trainers of LEP students or workers to locate resources and to evaluate, adapt, and develop their own training materials.

Tran, Hait T. (1993). Serving Limited English Proficient Students In voctional Education/Career Education Programs. A Resource Book. Bilingual Education Multifunctional Resource Center, Service Area 4, University of Oklahoma, Norman, Oklahoma.

The resource book attempts to acquaint the reader with vocational/career education in relation to meeting the needs of LEP (Limited English Proficient) students. It also consists of a bibliography of relatively recent publications related to vocational/career education for LEP persons.

Troike, Rudolph C., Lester S. Golub and Ismael Lugo (1981). Assessing Successful Strategies in Bilingual Vocational Training Programs. InterAmerica Research Associates, Inc. Rosslyn, VA

Baseline information needed for planning and implementing a bilingual vocational training program.

COMMUNITY COLLEGES

Ayers, Catherine (1991). Developing Contract Education: A Comprehensive Handbook for Community Colleges. (ED>NET) The Economic Development Network of The California Community Colleges, Chancellor's Office.

This handbook is a basic first step--an attempt to document some of the collective wisdom that has been learned by doing. We are still in the early stages of this arena in California, and ED>NET Contract Education Committee saw the need to get basic information in writing and available to college personnel to prepare them to respond to requests from employers.

Pursuing Our Mission (1989-90). Annual Performance Report For Vocational Education In California's Community Colleges.

EVALUATION

Barker, Kathryn Chang (Oct. 1991). A Program Evaluation Handbook for Workplace Literacy. National Literacy Secretariat Ottawa, Ottawa, Ontario.

Bragg, Debra D. and James Jacobs (Nov. 1991). A Conceptual Framework For Evaluating Community College Customized Training Programs.

Carnevale, Anthony P. and Eric R. Schulz (July 1990). Return on Investment: Accounting for Training. American Society for Training and Development.

Lucas, Tamara (Feb. 1992). Successful Capacity Building: An Analysis of Twenty Case Studies. Phase III Report: Descriptive Analysis of Bilingual Instructional Service Capacity Building Among Title VII Grantees. Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

Extensive case studies of school districts with Title VII instructional programs successful in capacity building; includes description of circumstances, conditions, and strategies that lead to success.

Lynch, Brian K., TESOL Quarterly, Vol 24. No.1 (Spring 1990). A Context-Adaptive Model for Program Evaluation. University of California, Los Angeles, CA.
This article presents a generalized model for ESL program evaluation.

Robinson, Dana Gaines(April 1993). Assessing and Linking Training Needs to Business Goals. Partners in Charge, Inc. (AME 2nd Annual Confrence).
Summaries and handouts (assessment measurement and evaluation) from 1993 annual conference.

Stufflebeam, Daniel L. and Anthony J. Shinkfield. Systematic Evaluation: A Self-Instructional Guide to Theory and Practice. Kluwer-Nijhoff Publishing Co.
This article argues that evaluations should foster improvement, provide accountability records, and promote increased understanding of the phenomena under review.

Wermuth, Thomas R. and L. Allen Phelps (Jan. 1990). Identifying Components of Effective Vocational Special Needs Programs: A Preliminary Framework, DRAFT. National Center for Research in Vocational Education, University of California, Berkeley, Berkeley, CA.
This report is the first in a series of documents prepared to assist professionals in identifying effective vocational education programs serving students with special needs.

Wrigley, Heide Spruck (TESOL, 1992). Evaluating Workplace Literacy Programs, A Tentative Evaluation Plan, DRAFT. Aguirre International, San Mateo, CA .
The report discusses the context of a workplace project and outlines the structure of an evaluation report.

FUNDING

Chancellor's Office, California Community Colleges (July 1992). Project Funds Catalog.
Catalog contains a calendar and description of all funds available during 1992-93.

Department of Education (1991). Guide To U.S. Department of Education Programs, 1991. Washington, D.C.: U.S. Printing Press.
Alphabetical index of programs, block grants, how to apply for funding, and participation of private school students.

Department of Education (1994). Guide to U. S. Department of Education programs. Washington, D.C.: U. S. Printing Press.
"This guide provides, in compact form, information necessary to begin the process of applying for funding from individual federal education programs."

National Council for Resource Development (1992). Federal Funding to Two-Year Colleges. NCRD, Washington, D.C.
Data collected through personal interviews to be used as a tool for community college administrators, faculty and staff who are trying to identify appropriate funding sources for special projects.

INSTRUCTION AND TEACHER TRAINING

Amato, Richard, Patricia Amato and Marguerite Ann Snow(1992). The Multicultural Classroom. Readings for Content-Area Teachers. Longman Publishing Group, White Plains, N.Y.

Selections from the works of experienced teachers and researchers are presented with a focus on language minority students' needs.

Apolloni, Tony (1984-1989). VERS Handbook for Administrators On Career-Vocational Preparation Services For Disadvantaged Students and Students With Handicapping Conditions.

Emphasizes practical methods for appropriately serving students with special needs in regular vocational education programs and provides current and concise methods for improving services to these students.

Cooper, James, Lenora Cook, Joseph Cuseo, Randall Mueck, Susan Prescott and Lyle Smith (1990). Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. The California State University.

Workbook Topics include: The case for cooperative learning in the college classroom; Critical features of cooperative learning; Organizing the classroom for cooperative learning; Getting started in cooperative learning; Fitting cooperative learning into existing teaching styles; Concerns about cooperative learning; Effective educational principles implemented by cooperative learning; Sample cooperative learning exercises.

Davidson, Neil and Toni Worsham (1992). Enhancing Thinking Through Cooperative Learning. Teachers College, Columbia University, N Y .

Eardley, Carla Jean (1994). Effective Tutoring For Nursing: A Guide For Peer Tutors. PAVE Nursing Support 1994, El Camino College, Torrance, CA.

"Introduces essential concepts of tutoring as an aspect of learning assistance and explores the dimensions of the tutor's role from the holistic perspective taken by current learning theory and tutor training methodology."

Fradd, Sandra H. and Jeanne M. Weismanel (1989). Meeting the Needs of Culturally and Linguistically Different Students: A Handbook for Educators. College-Hill Pres, Boston, MA.

Recognizing diversity and selecting accurate descriptive terminology to describe language differences and changes. Addresses educational mandates and becoming part of positive systems change.

Friedenberg, Joan E. and Curtis H. Bradley (1984). The Vocational ESL Handbook. Newbury House, Rowley, MA.

Distinguishes VESL as a subdiscipline from general ESL, prevocational ESL, and English for specific purposes. Examines different program designs for VESL introduction and describes an ideal VESL program.

Johnson, David W., Roger T. Johnson, and Karl A. Smith (1991). Active Learning: Cooperation in the College Classroom. Interaction Book Company, Edina, MN.

This book is about how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college.

Johnson, David W., Roger T. Johnson, and Karl A. Smith (1991). Cooperative Learning. Increasing College Faculty. Instructional Productivity. ASHE-ERIC Clearinghouse on Higher Education, Washington D. C.

In this report the authors explain cooperative learning, the basis for its success as a learning tool, and the techniques for its most effective use. They also discuss in depth the cooperative lecture, base groups, and cooperation among faculty.

Kagan, Spencer (1992). Cooperative Learning. Resources for Teachers, Inc., San Juan Capistrano, CA.

This book provides step-by-step instructions for one hundred structures and hundreds of activities to get started and information on the development of social skills, conflict resolution, classroom set-up and management, scoring and recognition, lesson planning, cooperative sports and cooperative learning research.

Kelly, Diana K .(1992). Report on Successful Practices: Adult Learners in Vocational Programs. Fullerton, CA.

A project aimed at better serving the career needs of adults and the workforce needs of business and industry by increasing the effectiveness of vocational education for adult students returning to the California Community Colleges.

Lopez-Valadez, Jeanne and Tipawan T-Q Reed (June 1989). Building Competencies To Serve LEP(Limited English Proficient) Vocational Students: An Inservice Manual. Northwest Educational Cooperative, Des Plaines, IL.

Tannen, Deborah (1988). Linguistics in Context: Connecting Observation and Understanding. Ablex Publishing Corporation, Norwood, NJ.

Lectures from the 1985 (Linguistic Society of America)LSA/TESOL(Teachers of English to speakers of other languages) and NEH(National Endowment for the Humanities) Institutes.

Thiagarajan,Sivasailam and Barbara Steinwachs (1990). BARNGA: A Simulation Game On Cultural Clashes. Intercultural Press, Yarmouth, ME.

"BARNGA induces the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things. You have to understand and reconcile these differences to function effectively in a cross-cultural group."

Wrigley, Heide Spruck and Gloria J. A. Guth (1992). Bringing Literacy To Life. Aguirre International, San Mateo, CA..

This instructor's guide is the result of a national research study to "identify effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult ESL literacy students."

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION (NCRVE) PUBLICATIONS/UNIVERSITY OF CALIFORNIA, BERKELEY.

Annotated Resource List: Assessing Special Populations in Vocational Programs. Materials Distribution Svcs.(1992)

This annotated resource list was designed to provide reference information to practitioners working with special needs populations.

Bilingual Vocational Education Resources: MINIBIB. (1992).
Only one page containing a list of nineteen recent publications of interest to practitioners involved in the education of limited English proficient (LEP) students in vocational education programs.

Bragg, Debra D. and James Jacobs (Nov. 1991). A Conceptual Framework For Evaluating Community College Customized Training Programs.

Carnevale, Anthony P. and Eric R. Schulz (July 1990). Return on Investment: Accounting for Training. American Society for Training and Development.

Grubb, W. Norton (June, 1989). Separating The Wheat From the Chaff: The Role of Vocational Education In Economic Development.

Hoachlander, E. Gareth (1989). National Data Needs For Vocational Education. Performance-Based Policy Options For Postsecondary Vocational Education and Employment Training Programs.

Human Resource Directory (Aug. 1990).
Directory is divided into two parts, Part One lists Human Resource Sites, Part Two lists Human Resouces by Substantive Area.

Kallenbach, Sheri C. (1990). Students With Limited English Proficiency: Selected Resources For vocational Preparation, (1989) Directory of Human Resources To Better Serve Learners With Special Needs In Vocational Education.

Making the Connection: Coordinating Education and Training for a Skilled Workforce (July 1991) July 8-10, 1991. Proceedings of the conference on coordination sponsored by U. S. Department of Education.

Platt, Elizabeth, John Shrawder, Zoltan Ujehelyi, and Torpong Wannawati (November 1992). Collaboration For Instruction Of LEP Students In Vocational Education.
Focus of research was on collaboration between vocational and English as a second language (ESL) teachers on behalf of LEP(Limited English Proficient) students and the impact of this collaboration on instruction. Techniques used for the research of these secondary and postsecondary schools were observations and interviews.

Ramsey, Kimberly and Abby Robyn (November, 1992). Preparing Adult Immigrants For Work: The Educational Response In Two Communities.
"This document is a two-year study of adult immigrant students' English-language instruction and vocational education needs and the response of postsecondary education providers to those needs."

RESEARCH

Bird, Lelija A. and Robert J. Thomas (1992). Serving Vocational Students Who Speak English As A Second Language: A Community College Handbook. Capital Consulting Corporation, Londonderry, NH.
"The purpose of the project was to study community college efforts to increase access to and participation in vocational programs by LEP(limited English proficient) students."

Chisman, Forrest P., Danielle T. Ewen and Heide Spruck Wrigley (1993). ESL And The American Dream. The Southport Institute for Policy Analysis, Washington, DC.
"This publication is the final report of an investigation of English as a second language (ESL) service for adults in the United States conducted by the Southport Institute for Policy Analysis."

Chisman, Forrest P., Danielle T. Ewen and Heide Spruck Wrigley (1993). Sparks Of Excellence. Program Realities and Promising Practices In Adult ESL. The Southport Institute for Policy Analysis, Washington, DC.

Curry, Barbara K.(1992). Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. Report Seven, 1992-ASHE-ERIC Higher Education Reports.
This report answers the following questions: What is permanence in organizational change?; What factors influence the development and longevity of innovations?; and How can learning organizations become innovative communities?

Cruz, Juan G. and Saeed Ali (Nov. 1990). Recommendations On Programs and Services Beyond Amnesty. Chancellor's Office, California Community Colleges, Sacramento, CA.

El Camino College (Feb. 1989). Planning Vocational and Academic Services for El Camino's ESL Student Population: Identifying Student Needs and Goals. El Camino College, Torrance,CA.
Primary purpose is to form a base for planning a Vocational English as a Second Language (VESL) Program, the survey is also useful for gaining a general understanding of who the ESL students are and what their educational plans are. Survey identifies ESL students who are eligible for specially funded programs such as GAIN and immigration amnesty.

El Camino College (April 15, 1991). Statewide Student Follow-up System. El Camino College, Torrance, CA .

Hodgkinson, Harold (1992). Demographic Look at Tomorrow, Institute for Educational Leadership, Washington, D. C.
Demographic look at shifts and their incalculable effect on the nation's education system, starting with a concerted movement toward the Sunbelt states that began in the 1980's.

Lucas, Tamara (Feb. 1992). Successful Capacity Building: An Analysis of Twenty Case Studies. Phase III Report: Descriptive Analysis of Bilingual Instructional Service Capacity Building Among Title VII Grantees. Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.
Extensive case studies of school districts with Title VII instructional programs successful in capacity building; includes description of circumstances, conditions, and strategies that lead to success.

National Center for Education Statistics, Office of Educational Research and Improvement by Educational Testing Service, September 1993.
"This report describes the types and levels of literacy skills demonstrated by adults in this country and analyzes the variation in skills across major subgroups in the population. It also explores connections between literacy skills and social economic variables such as voting, economic status, weeks worked, and earnings."

National Council of La Raza (Feb. 1992). State of Hispanic America 1991: An Overview. NCLR, Washington, D.C.
Looks at education and other issues affecting Hispanic Americans.

Spicer, Scot L., Jorge R. Sanchez and Saeed Ali (Nov. 1989). Statewide Survey of ESL Populations. Glendale Community College Planning & Research Office, Glendale, CA.
Report of a survey of 25 California community college ESL populations to determine their demographics, level of social integration, and interest in support services which the community colleges could provide.

STUDENT TEXTS

Adams, Thomas W. (1989). Inside Textbooks . What Students Need To Know. Addison-Wesley, Publishing Co.
To prepare students for academic study at secondary & post-secondary levels by helping them use their subject area textbooks more effectively.

Center for Applied Linguistics (1986). Working in the United States. Student Workbook I & Student Workbook II. Prentice-Hall, Inc., Englewood Cliffs, NJ.

The Educational Staff (1984). The Career Planning Workshop. The EDN Corporation, Jenkintown, PA.
Workbook with reference to employment: Job applications, resumes, interviews, letters of inquiry, etc.

Fournier, Carol Ann (1990). Open for Business: Communication Activities for Students of English. Newbury House, NY .
Workbook for ESL Students based on the communicative approach to language learning . Emphasizes vocabulary of the business world with listening comprehension and oral production.

Health Professions Career Opportunity Program (HPCOP). Educational Survival Skills Reading Package and Time Management For Minority Students. Office of Statewide Health Planning and Development, Sacramento, CA.

Jolly, Julia, Lynne Robinson, and James Cummins (1988). Real-Life English, A Competency-Based ESL Program for Adults. Steck-Vaughn, Austin, TX.
Competencies and functions in English for real-life situations along with information about the American culture.

Kanar, Carol C. (1991). The Confident Student. Houghton Mifflin Company, Boston, MA.
This book combines thorough treatment of a wide range of practical, immediately applicable study skills and critical thinking strategies with an equally important emphasis on self-discovery and self-definition to help students meet the challenge of college courses.

Mrowicki, Linda (1984). Let's Work Safely! English Language Skills For Safety In The Workplace. Linmore Publishing, Platine, IL..
This books provides LEP students with the necessary skills and safety concept to perform job and/or vocational shop tasks safely. It is intended to be used with high beginning and intermediate level students. Teacher's Book and Workbook.

Prince, David W. and Julia Lakey Gage (1986). Your First Job: Putting Your English to Work. Prentice-Hall, Englewood Cliffs, NJ.
Provides basic competencies to learn on the job by practicing language for dealing with people, data, and things at the workplace. Includes practicing on-the-job training methods and participating in demonstrations, learning job tasks with prescribed standards, applying job-related math skills, and using social English in the workplace.

Savage, K. Lynn, Mamie How and Ellen Lai-Shan Yeung (1982). English That Works, ICB-VESL 1 and English That Works, ICB-VESL 2. Scott, Foresman and Company, Glenview, IL .
Integrated, competency-based, bilingual, pre-vocational English as a second language and comprehensive two-level program for teaching ESL to both adults and high-school LEP students. Curriculum features an integration of language objectives and skills for finding and keeping a job.

Wiley, Terrence G. and Heide Spruck Wrigley (1987). Communicating In The Real World. Prentice-Hall, Englewood Cliffs, NJ.
Developing communication skills for business and the professions.

Wrigley, Heide Spruck (1987). English For The Workplace: May I Help You? Learning How to Interact With the Public. Addison-Wesley, Menlo Park, CA.
Designed to help students develop functional and problem-solving strategies. English instruction for people working in the service industries.

TESTING

Alderson, Charles J., Karl J. Krahnke and Charles W. Stansfield (1987). Reviews of English Language Proficiency Tests. Teachers of English to Speakers of Other Language, Washington, DC

CASAS (1991). ESL Appraisal Manual, and (1988) Vocational Assessment Instruments for Youth & Adults. Foundation for Education, San Diego, CA.

Hempstead, Joyce (1990). From Gatekeeper to Gateway: Transforming Testing In America. National Commission on Testing and Public Policy. Boston College, Chestnut Hill, MA.

U.S. DEPARTMENT OF EDUCATION

America 2000 (1991), An Education Strategy Sourcebook. U. S. Government Printing Office, Washington, D.C.
Collection of documents which offer a comprehensive description of America 2000 along with national education goals and a statement from the historic Charlottesville education summit.

Bibliography of Resource Materials (January 1993). Adult Learning & Literacy Clearinghouse, U.S. Department of Education, Washington, D. C.
This provides a listing of articles and publications that either deal directly with the State-administered adult education program funded under the Adult Education Act, as amended by The National Literacy Act of 1991, or provide support to adult educational and literacy activities.

Department of Education (1991). Guide To U.S. Department of Education Programs, 1991. U.S. Printing Pres., Washington, D.C.

Alphabetical index of programs, block grants, how to apply for funding, and participation of private school students.

Department of Education (1994). Guide to U. S. Department of Education programs. U. S. Printing Press, Washington, D.C .

"This guide provides, in compact form, information necessary to begin the process of applying for funding from individual federal education programs."

Teaching Adults With Limited English Skills: Progress and Challenges. U.S. Government Printing Office, Washington, D.C.

This is a summary of current demographic trends, best practices, and Federal initiatives as an easy reference for practitioners in the field who are involved in delivering education services to adults with limited English skills.

Workplace Literacy: Restaging The American Workforce (1991). U. S. Department of Education, Washington, D. C.

This publication disseminates information on National Workplace Literacy Program; " It traces the Program as it has been implemented over the first three funding cycles; identifies best practices; discusses common barriers to success; and seeks to illuminate the way for businesses, labor organizations and educational institutions around the country that may see a need, but are unsure how to proceed."

VATEA

Kober, Nancy (October 1990). Understanding P.L. 101-392: A Manual For The New Vocational Education Amendments. American Association of School Administrators, Arlington, VA.

Layman's explanation of Carl Perkins II legislation which focuses on what's new and what has been revised from prior act.

WORKFORCE/WORKPLACE LITERACY

American Society for Training and Development, December (1988). Organizational Development: What Trainers Need to Know. Alexandria, VA.

The direction of change should be toward the personality of the organization not the personality of the individual.

Ayers, Catherine (1991). Developing Contract Education: A Comprehensive Handbook for Community Colleges. (ED>NET) The Economic Development Network of The California Community Colleges, Chancellor's Office.

This handbook is a basic first step--an attempt to document some of the collective wisdom that has been learned by doing. We are still in the early stages of this arena in California, and ED>NET Contract Education Committee saw the need to get basic information in writing and available to college personnel to prepare them to respond to requests from employers.

Barker, Kathryn Chang (Oct. 1991). A Program Evaluation Handbook for Workplace Literacy. National Literacy Secretariat, Ottawa, Ontario.

Burton, Jill and David Nunan (1989). English for Professional Employment: Minimum Vocational Proficiency. The National Centre for English Language Teaching and Research: Macquarie University, NSW, Australia.

The frameworks are intended to be starting points, to illustrate a range of possible teaching approaches, and to be resources which you can draw upon when and how you wish.

Burton, Jill and David Nunan (1989). English in the Workplace: Vocational Proficiency. The National Centre for English Language Teaching and Research: Macquarie University, NSW, Australia.

This framework is developed with two purposes in mind: as a guide for teachers who may be dealing with a similar group for the first time and as a document which teachers experienced with this particular group may use as a stimulus for personal reflection of their teaching or as a prompt to informal or formal discussions with other teachers.

Burton, Jill and David Nunan (1990). Linked Skills: English for Access to Vocational Training and Employment. The National Centre for English Language Teaching and Research: Macquarie University, NSW, Australia.

This framework is concerned with developing English skills for learners seeking access to vocational training and/or employment. It is intended to assist teachers who are designing linked skills courses or modules for the first time, and provides a focus for discussion between teaching partners.

California Workforce Literacy Task Force (Nov. 1990). California's Workforce for the Year 2000: Improving Productivity by Expanding Opportunities for the Education and Training of Underserved Youth and Adults.

Carnevale, Anthony P., Leila J. Gainer, Janice Villet, and Sheri L. Holland (1990). Training Partnerships: Linking Employers & Providers. The American Society for Training & Development and the U.S. Department of Labor Employment & Training Administration.

Carnevale, Anthony P., Leila J. Gainer and Ann S. Meltzer (1989). Workplace Basics: The Skills Employers Want. The American Society for Training & Development.

Employment Development Department (1990). Employment and Training Programs in California. Sacramento, CA.

An overview of California employment and training programs. Descriptive information on each of the 23 employment and training programs .

Educational Resources Information Center (ERIC) (1991). Update On Workplace Literacy.

This includes bibliographic information and abstracts from both Resources in Education(RIE) and Current Index to Journals in Education(CIJE). This search contains 110 abstracts of research documents and journal articles in the areas of adult literacy, job skills, education programs, employee assistance programs, and related topics in workplace literacy.

Imel, Susan. Selected Bibiliography of Resources on Workplace Literacy. ERIC Clearinghouse on Adult, Career, and Vocational Education. Columbus, OH.

Industry Education Council of California(IECC) (1993). Building Tomorrow's Workforce Today. Los Angeles County Office of Education.

This document is a guide for the development of a prototype reflective of the Workforce L.A. Collaborative. It provides a basic foundation for education, business/industry, government, labor and the community to use in establishing a collaborative to meet the challenges of transitioning students from school to work.

Interstate Conference of Employment Security Agencies, Inc. (ICESA) (1990). Workforce Trends: An Assessment of The Future by Employment Security Agencies. . ICESA. Washington, D.C

Summary report presents an overall assessment of future workforce trends, both nationally and regionally, to the year 2000.

Jacobs, James (1992). Customized Training in Michigan: A Necessary Priority for Community Colleges. Macomb Press; Warren, MI.

Jasinowski, Jerry J. (March 1990). America's Work Force In the 1990's: Trends Affecting Manufacturers. National Association of Manufacturers.

Labor Market Information Division (LMI) (1989). Projections of Employment 1987-1992 by Industry and Occupation. Employment Development Department (EDD).Los Angeles, CA

Mrowicki, Linda (1991). A Basic Skills Core Curriculum for the Manufacturing Industry. U.S. Department of Education, Des Plaines, IL

The curriculum uses a competency based approach and teaches the literacy skills in math, English as a second language, reading and writing needed for the manufacturing jobs of today and tomorrow. The curriculum contains the project model, a core curriculum, sample lessons and a section on customized assessment.

Mrowicki, Linda. Competency-Based Education: Workplace Literacy. Workplace Literacy Partners for the Manufacturing Industry in Chicago. Northwest Educational Cooperative, Des Plaines, IL.

This digest examines workplace literacy including the need for it, how it differs from general literacy, literacy skills needed for the workplace, patterns in practices and approaches, and resources for program development.

Mrowicki, Linda (1991). Workplace Literacy Core Curriculum for Beginning ESL Students. U.S. Department of Education, Des Plaines, IL.

The curriculum uses a competency-based approach and teaches basic oral and literacy skills for a variety of entry level manufacturing jobs. The curriculum contains a list of competencies, instructional units and a sample assessment test.

National Alliance of Business (Nov. 1991). Working Smarter: The Decision-Maker's Guide to Workplace Literacy. Presented at Workforce 2000: A Literate Workforce Conference, Ontario, CA.

Overview of what is workplace literacy, design and delivery of education and training systems for private public sector organizations, including Federal and local government agencies, school systems and universities.
Analysis of workplace job task skills.

The Secretary's Commission On Achieving Necessary Skills (SCANS) (1992). Learning a Living: A Blueprint for High Performance. A Scans Report for America 2000. U. S. Department of Labor.

The report is "looking beyond" and further integrating the SCANS principles into curricula, work, organization, and training.

The Secretary's Commission On Achieving Necessary Skills (SCANS) (1992). Learning a Living: A Blueprint for High Performance, Part I. A Scans Report for America 2000. U.S. Department of Labor.

Describes the economic choices facing the United States , defines the workforce issue as we understand it, and makes several recommendations to set the nation on the path to a high performance future.

The Secretary's Commission On Achieving Necessary Skills (SCANS) (1991). What Work Requires of Schools: A SCANS Report for America 2000. U.S. Department of Labor.

U. S. Department of Education (1989). Perspectives on Organizing a Workplace Literacy Program. Education Resources Information Center (ERIC), Washington, D.C.

Capsulizes the many steps to be considered in developing, implementing and evaluating a workplace literacy program.

U. S. Department of Education (1990). Recruiting Employees For ESL Classes. Education Resources Information Center (ERIC), Washington, D.C.

Supervisors are integral to the planning for motivating, scheduling, implementing, retraining employees, and reinforcing the content.

U. S. Department of Education (1990). Evaluation Report REEP/Hotel Workplace Literacy Project. Education Resources Information Center (ERIC), Washington, D.C.

Findings and recommendations for addressing the needs of LEP adults.

U. S. Department of Education (1992). Workplace Literacy: Reshaping The American Workforce. Division of Adult Education and Literacy, Washington, D. C.

Workforce 2000, Competing in a Seller's Market: Is Corporate America Prepared? (1990)Hudson Institute and Towers Perrin, Los Angeles, CA.

A survey report on corporate responses to demographic and labor force trends.

Wrigley, Heide Spruck (Feb. 1992). Problem Solving Skills For The Work Place: Report on the Secretary's Commission on Achieving Necessary Skills (SCANS) With Implications for the Teaching of Language Minority Students. Institute on Preparing Students for the Work Force, San Mateo County, CA.

Yesson, Lisa M. (1991-1992), Adult Literacy Needs in Orange County, May 1, 1992. Submitted to the Orange County Literacy Network. Coro Foundation of Southern California.

Examines the magnitude of adult literacy needs in Orange County. It describes and maps the various literacy providers, identifies the communities with "at risk" populations, provides an overview of future trends impacting literacy, proposes some ways in which the coordination of this system might be improved.

VIDEOS

A Model Program For Serving L.E.P. Students (1990). Joan Freidenberg. Sonoma State University, Rohnert Park, CA. , 45 minute video.

Estrada, Leo (April 4, 1991). Cerritos College, Norwalk, CA. Presentation on changing California demographics.

Hispanic Issues in Higher Education: The Politics, Prerequisitesand Presumptions (May 5, 1993). A teleconference held at El Camino College.

Keys To Success In Vocational Education (1991). Michael Pitts, L. A. Southwest College, Los Angeles, CA. Approximately 20 minutes.

Learning Together Working Together (1993). British Columbia Institute of Technology (BCIT), 15 min.

Shows how teamwork skills can be developed in any post-secondary classroom. Cooperative Learning generates enthusiasm and academic success. Students are committed and challenged to do their best as individuals in a close-knit and powerful group. Video introduces faculty, administration and students to the distinctive qualities of Cooperative Learning.

PAVE Conference (November 1, 1991). Speakers: Scot Spicer (Glendale Community College), Lelija Bird (Capital Consulting Corp.), Peggy Sprout-Olivier (California Community College Chancellor's Office), Paul Weckstein (Center for Law & Education, Washington, D.C.). Gail Chabran (Rio Hondo Community College), Ceci Medina (Cerritos Community College), Penny Young (L.A. Mission College), Dayle Hartnett (Santa Monica Community College), Kathy Townsend (El Camino College), Michael Pitts (L. A. Southwest College), Saeed Ali (Chancellor's Office), Nick Kremer (Irvine Valley College), Approximately 4 hrs.

PAVE Conference (April 23, 1993). Speakers: Linda Wong(The Achievement Council) Los Angeles, Gail Chabran(Rio Hondo College), Jan Jarrell(San Diego Community College Continuing Education Centers), Paolo Madrigal(Mt. San Antonio College), Nina Rosen(Glendale College), Marvin Martinez and Ceci Medina(Cerritos College), Joan Hudiburg, Ron Lapp, Patricia Schmolze and Henry Welsh(Los Angeles City College), Carla Eardley and Kathy Townsend(El Camino College), Nancy Boyer(Golden West College), Saeed Ali(Community College Educators of New Californians), Trini Macias(Compton College), Nancy Sander and Dorien Grumbaum(Los Angeles Trade-Tech. College). Ten tapes; approximately 45 minutes each session.

VESL Approaches: The Vocational Training Program, approximately 17.30 min. The Work Experience Program with Gail Guam, approximately 20 min.

VESL Strategies for Community College Practitioners, Kathleen Wong (October 2, 1992). Workshop presented to PAVE facilitators by VESL resource instructor, City College of San Francisco.

Journals and Periodicals

America 2000 (bimonthly newsletter)
U.S. Department of Education
Washington, D.C. 20202-0498

American Society for Training and Development(ASTD)
Monthly publication on a variety of topics of interest to trainers and external consultants
Los Angeles Chapter
10820 Beverly Blvd., Suite A5-101
Whittier, CA 90601

Arlington Career Center
816 South Walter Reed Drive
Arlington, VA 22204

Business Council for Effective Literacy. (Jan. 1992-July 1993)
1221 Avenue of the Americas 35th floor
New York, NY 10020

Center For Law and Education, Inc. Newsnotes(quarterly newsletter)
955 Massachusetts Avenue
Cambridge, Mass. 02139

Clearinghouse on Languages and Linguistics. (ERIC/CLL)(monthly bulletin)
Center for Applied Linguistics
1118 22nd Street N. W.
Washington, D.C. 20037

Community Update
U. S. Department of Education
Washington, D. C. 20202-0498

Cooperative Learning and College Teaching (quarterly newsletter)
Network for Cooperative Learning in Higher Education
HFA-B316, CSU Dominguez Hills
1000 E. Victoria St.
Carson, CA 90747

ERIC/CLL News Bulletin
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037

Focus on Diversity(quarterly)
University of California, Santa Cruz Center for Research on Cultural Diversity
& Second Language Learning
Bilingual Research Group
399 Clark Kerr Hall
Santa Cruz, CA 95064

Forum (monthly newsletter)
The National Clearinghouse for Bilingual Education
Center for Applied Linguistics
1118 22nd Street N. W.
Washington, D.C. 20037

Hispanic(monthly)
Hispanic Publishing Corporation
111 Massachusetts Avenue, NW, Suite 410
Washington, D.C.20001

IDRA(Intercultural Development Research Assoc.)(monthly newsletter)
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190

Interchange(monthly)
American Society for Training and Development
Los Angeles Chapter
10820 Beverly Blvd., Suite A5-101
Whittier, CA 90601

The Journal for Vocational Special Needs Education (triannual journal)
NAVESNP
311 Townsend Hall
University of Missouri
Columbia, Missouri 65211

Literacy News (monthly newsletter)
National Institute for Literacy
800 Connecticut Ave., N.W., Suite 200
Washington, D.C. 20202-7560

National Center For Family Literacy (quarterly)
Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202-4251

National Alliance of Community and Technical Colleges(quarterly newsletter)
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

Quarterly Report
Foundation for Educational Achievement
Comprehensive Adult Student Assessment System(CASAS)
8912 Clairmont Mesa Boulevard
San Diego, CA 92123

Technical & Skills Training(8 per year)
American Society For Training and Development
1640 King Street,
Box 143
Alexandria, VA 22313-2043

The National Coalition For Vocational Education for Limited English Speakers (biannual newsletter)
Employment Training Center
c/o Arlington Career Center
816 South Walter Reed Drive
Arlington, VA 22204

TESOL Matters (six times a year)
Teachers of English to Speakers of Other Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751

Training & Development(monthly)
American Society for Training and Development Inc.
1640 King Street, Box 1443
Alexandria, VA 22313-2043

The New Californians (quarterly newsletter)
Chancellor's Office
Amnesty Education Unit
1107 Ninth Street
Sacramento, CA 95814

The Research Bulletin (quarterly newsletter)
Hispanic Policy Development Project
Suite 310-1001 Connecticut Ave. N.W.
Washington, D.C. 20036

Technical Assistance for Special Populations Program Brief (TASPP)(quarterly publication)
NCRVE(National Center for Research in Vocational Education)
345 Education Bldg.
1310 South Sixth Street
Champaign, IL 61820

TESOL - Bilingual Basics (monthly publication)
ESL In Bilingual Education
An Interest Section of TESOL
1600 Cameron Street, Suite 300
Alexandria, VA 22314

Vocational Training News (weekly publication)
Capital Publications, Inc.
P.O. Box 1453
Alexandria, VA 22313

WAOE Newsletter
Washington Association of Occupational Educators
P. O. Box 1706
Port Angeles, WA 98362